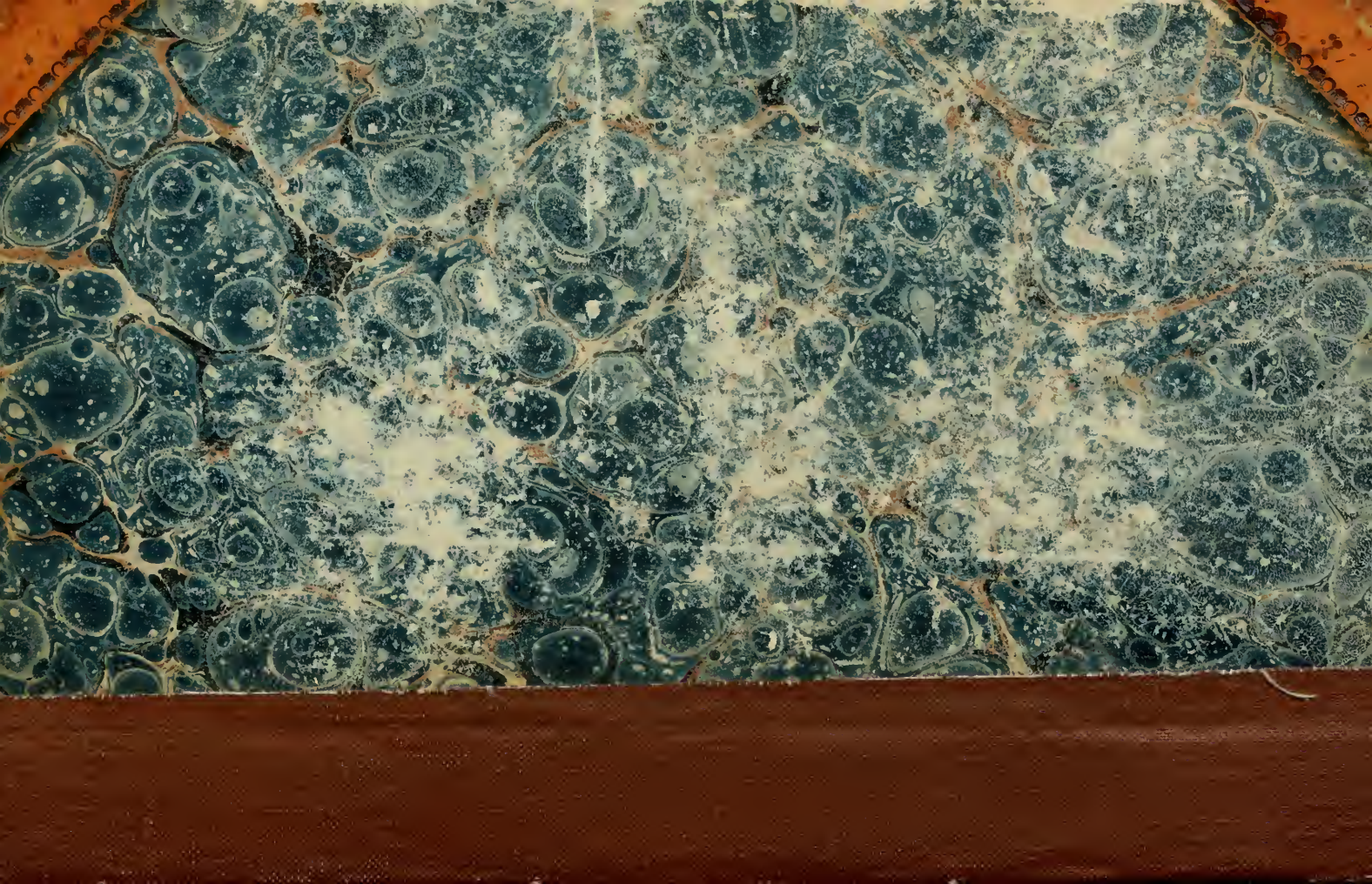

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CALENDAR

OF THE

UNIVERSITY

OF

M^{c}GILL COLLEGE,

SESSION 1861-2.

WITH THE EXAMINATION PAPERS.

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CALENDAR

OF

THE UNIVERSITY OF

McGILL COLLEGE,

MONTREAL.

Founded by Bequest of the Hon. James McGill, in 1811; Erected into a University by Royal Charter in 1821; and Re-organised by an Amended Charter in 1852.

SESSION OF 1861-62.

MONTREAL:
PRINTED BY J. C. BECKET, 38 GREAT SAINT JAMES STREET.

1861.

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1861/62

ACADEMICAL YEAR.—1861-62.

1861.

September 2—Autumn Term of *High School* commences.
" "—Session of *Normal* and *Model Schools* commences.
" 6—Session of *Faculty of Arts* commences.
" "—Matriculation Examinations in Faculty of Arts.
" "—Supplemental Examinations in Faculty of Arts.
" 24—School Examinations of the University.
October 7—Session of *Faculty of Law* commences.
" 23—Quarterly Meeting of Corporation.
November 4—Session of *Faculty of Medicine* commences.
" 16—Winter Term of High School commences.
December 20—Normal and Model Schools close for Christmas vacation.
" 22—College Classes close for Christmas vacation.

1862.

January 4—Classes re-commence after Christmas vacation.
" "—Class Examinations in Arts.
" 22—Quarterly Meeting of Corporation.
February 1—Spring Term of High School commences.
April 10—Sessional and B. A. Examinations in Arts commence.
" 16—Summer Term of High School commences.
" 23—Quarterly Meeting of Corporation.
May 1—Classes in Arts, Medicine and Law close for *Summer vacation.*
" 2—Annual Meeting of Convocation.
July 1—Summer Term of High School ends, and classes close for *Summer vacation.*
" 1—Normal and Model Schools close for *Summer vacation.*
" 23—Quarterly Meeting of Corporation.

UNIVERSITY OF McGILL COLLEGE.

VISITOR:

His Excellency The Right Hon. Sir Edmund Walker Head, Bart., M.A., Governor General of British North America, &c.

CORPORATION.

Governors:

The Hon. Charles Dewey Day, LL. D., President.
The Hon. James Ferrier, M. L. C.
Thomas Brown Anderson, Esq.
David Davidson, Esq.
Benjamin Holmes, Esq.
Andrew Robertson, M. A.
Christopher Dunkin, M. A., M. P. P.
William Molson, Esq.
Alexander Morris, M. A.

Principal:

John William Dawson, LL. D., F. G. S.

Fellows:

Rev. Canon Leach, D. C. L., LL. D., Vice-Principal and Dean of the Faculty of Arts.
Henry Aspinwall Howe, M. A. Rector of the High School.
J. J. C. Abbott, B. C. L., Dean of the Faculty of Law.
Brown Chamberlin, M. A., B. C. L.
Walter Jones, M. D.
W. B. Lambe, B. C. L.
Sir William E. Logan, LL. D., F. R. S., F. G. S.
George W. Campbell, M. A., M. D. Dean of the Faculty of Medicine.
John Thorburn, M. A., Principal of St. Francis College.

The Governors of the College are the members of the "Royal Institution for the advancement of Learning," and are nominated by His Excellency the Governor General, under the Act 41st Geo. 3, chapter 17.

SECRETARY, REGISTRAR, AND BURSAR,

William Craig Baynes, B.A. Office, Burnside Hall. Office Hours, 10 to 2. Residence, Centre Building M'Gill College.

OFFICERS OF INSTRUCTION.

ARRANGED IN THE ORDER OF STATUTORY PRECEDENCE.

	Residence.
JOHN WILLIAM DAWSON, LL. D., F. G. S.—Principal, and Professor of Natural History.	East Wing, M'Gill College.
REV. CANON LEACH, D.C.L., LL. D.—Vice-Principal, Dean of the Faculty of Arts, Professor of Logic and Moral Philosophy, and Molson Professor of English Literature.	7, University Avenue.
HENRY ASPINWALL HOWE, M. A.—Rector of the High School and Emeritus Professor of Mathematics and Natural Philosophy.	1 Prince of Wales Terrace
J. J. C. ABBOTT, B. C. L.—Dean of the Faculty of Law and Professor of Commercial Law.	505, St. Catherine Street.
GEORGE W. CAMPBELL, M. A., M. D.—Dean of the Faculty of Medicine and Professor of Surgery.	63, Great St. James Street.
ARCHIBALD HALL, M. D.—Professor of Midwifery and Diseases of Women and Children.	18, Radegonde Street.
WILLIAM FRASER, M. D.—Professor of the Institutes of Medicine.	12, Little St. James Street.
WILLIAM SUTHERLAND, M. D.—Professor of Chemistry.	31, Great St. James Street.
WILLIAM E. SCOTT, M. D.—Professor of Anatomy.	—9, Bonaventure St.
WILLIAM WRIGHT, M. D.—Professor of Materia Medica and Pharmacy.	1, Great St. James Street.
ROBERT P. HOWARD, M. D.—Professor of the Theory and Practice of Medicine.	11, Bonaventure St.
REV. A. DESOLA, LL.D.—Professor of Hebrew and Oriental Literature.	1, Pres de Ville Place.
HON. WILLIAM BADGLEY, D.C.L.—Professor of Public and Criminal Law.	McGill College Avenue.
FREDERICK W. TORRANCE, M. A., B. C. L.—Professor of Civil Law.	59, Little St. James Street.
P. R. LAFRENAYE, B. C. L.—Professor of Jurisprudence and Legal Bibliography.	Upper St. Urbain Street.
R. G. LAFLAMME, B. C. L.—Professor of Customary Law and Law of Real Estate.	1, Cornwall Terrace.
CHARLES SMALLWOOD, M. D., LL. D.—Professor of Meteorology.	St. Martin's, Isle Jesus.
CHARLES F. A. MARKGRAF.—Professor of German Language and Literature.	Mitchison Cottage Near St. Lawrence Toll Gate.
D. C. M'CALLUM, M. D.—Professor of Clinical Medicine and Medical Jurisprudence.	152, Craig Street.
MARK J. HAMILTON, C. E.—Professor of Road and Railway Engineering.	148, Craig Street.
ALEXANDER JOHNSON, M. A.—Professor of Mathematics and Natural Philosophy.	Centre Building, M'Gill College,
REV. GEORGE CORNISH, B. A.—Professor of Classical Literature.	East Wing, McGill College.

JONATHAN BARBER, M. R.C.S.L.—Professor of Oratory. } 39, Little St. James Street.

PIERRE J. DAREY, M. A.—Professor of French Language and Literature. } 25, Belmont Street.

ROBERT CRAIK, M. D.—Professor of Clinical Surgery. —123, Craig Street.

T. A. GIBSON, M. A.—Classical and Senior English Master of High School. } 172, Sherbrooke Street.

DAVID RODGER, M. A.—Mathematical Master of High School. } 407, St. Catherine Street.

HORACE NELSON, M. D.—Demonstrator of Anatomy and Curator of Medical Museum. } 27, Little Saint James St.

JAMES DUNCAN.—Drawing Master of High School. — 74, St. Lewis St.

JAMES KEMP.—Junior English Master of High School. — 18, Monique St.

JOHN ANDREW.—Elocution Master of High School. } 225, St. Catherine Street.

JOHN MARTLAND, B. A.—Classical and Senior English Master of High School.

JOHN M. REID.—Junior English Master of High School, — St. Antoine St.

UNIVERSITY BUILDINGS.

1.—*Original College Buildings*, North side of Sherbrooke Street, at the head of McGill College Avenue, contain the Class-Rooms, Library and Museum of the Faculty of Arts, and the residences of the Principal, the resident Professors and Students, and the Secretary.

2.—*Burnside Hall*, corner of Dorchester and University Streets; contains the Class-Rooms of the Faculty of Law, the Class-Rooms of the High School Department, and the Office of the Secretary.

3.—*Building of the Medical Faculty*, Coté-Street; contains the Class-Rooms, Library and Museum of the Faculty of Medicine.

4.—*Normal School Building*, Belmont Street; contains the Class-Rooms of the McGill Normal and Model Schools, under the joint control of the Superintendent of Education and the University.

GENERAL ANNOUNCEMENT.

The ninth Session of this University, under its amended charter, will commence in the Autumn of 1861. The Classes in the Faculty of Arts will open on the 6th of September, those in the Law Faculty, on the 7th of October, those in the Medical Faculty, on the 4th of November, those in the High School Department, on the 1st of September, and those in the McGill Normal School on the 1st of September.

The courses of study in the University and the distinctions which it offers, may be summed up as follows :—

1. *The Faculty of Law.*—The lectures in this faculty comprise a complete course of legal study, with special reference to the Law of Lower Canada, and lead to the degrees of B.C.L. and D.C.L.

2. *The Faculty of Medicine* embraces in its lectures and demonstrations all the necessary and important branches of a Medical education, leading to the degree of M.D.

3. *The Faculty of Arts.*—The undergraduate course in Arts offers a thorough Classical and Mathematical training, with adequate provision for the study of Logic, Mental and Moral Science, Natural Science and Modern Literature, leading to the degrees of B.A. and M.A. Ample provision has also been made for honour studies, and many facilities are offered to enable students in Law and Medicine to take the degree of B.A. Partial courses of study are provided for students not desirous of taking the whole course.

4. *The Special Course of Engineering*, connected with the Faculty of Arts, offers to students of that profession the necessary scientific training, and the diploma of Graduate in Civil Engineering and Surveying.

5. In the *High School Department*, the course embraces a good English education in all its branches, with the French and German languages, and the Classical and Mathematical instruction necessary to enter the University.

6. *The McGill Normal School*, affiliated to the University, provides the training requisite for Teachers of Elementary and Model Schools. Teachers trained in this school are entitled to Provincial diplomas.

7. *St. Francis College*, Richmond, is an affiliated College of the University; and its matriculated students may prosecute any part of their course of study under the Faculty of Arts, and may be admitted to examination for the degree of B.A.

8. *School Examinations of the University.*—Under regulations of which copies may be obtained on application to the Secretary, the University has appointed examinations for pupils of any school or academy; on passing which, such pupils will be entitled to Junior or Senior School Certificates of the University. It is hoped that these examinations may exercise an important influence in encouraging good schools, in elevating the standard of education, and in inducing young men about to enter into business, to pursue a longer and more thorough course of preparatory study.

Details of the terms and course of study, in the several Faculties, in the High School Department, and in the Normal School, will be found under the proper heads.

The regulations of the University have been framed on the most liberal principles, with the view of affording to all classes of persons the greatest possible facilities for the attainment of mental culture and professional training. In its general character the University is Protestant, but not denominational; and while all possible attention will be given to the character and conduct of students, no interference with their peculiar religious views will be sanctioned.

Arrangements have been made for receiving a number of Students in Arts as boarders in the College buildings, and for placing such resident students under the immediate superintendence of the Rev. Professor Cornish, to whom application may be made. Board may be obtained in the city at from $12 to $16 per month. The Principal, the Deans of the several Faculties, and the Rector of the High School, will do all in their power to aid students and pupils in procuring suitable lodgings, and generally to promote their comfort and welfare while connected with the University.

FACULTY OF ARTS.

The Principal (ex-officio.)

Professors—Leach.	Professors—Hamilton.
Howe.	Johnson.
De Sola.	Cornish.
Dawson.	Barber.
Markgraf.	Darey.
Smallwood.	

Dean of the Faculty—Rev. Canon Leach, D.C.L., LL.D.

The session of this Faculty extends from Sept. 6th to May 1st.—The classes of Students recognised under the following regulations are :—(1.) *Undergraduates*, matriculated for the whole course of study for the degree of B.A., extending over four years, except in the cases specified in Section 1st. (2.) *Students in Special Courses*, matriculated and studying for the diploma in such special courses. (3.) *Partial Students*, matriculated and taking two or more courses of lectures. (4.) *Occasional Students*, not matriculated, and taking one course of lectures.

Fee for each Session, for Undergraduates and Special Students, $20. Engineering, $10 extra. Fee for Partial and Occasional Students, $5 for each course of lectures. Matriculation $4, required only in the year of entrance.

§ 1. MATRICULATION AND ADMISSION.

Candidates for Matriculation as undergraduates, are required to present themselves to the Dean of the Faculty, on or before the 6th of September, for examination ; they may however enter after the commencement of the Session, if, on examination, found qualified to join the classes.

The subjects of examination for entrance into the first year, are as follows :—Latin Grammar ; Greek Grammar ; Cæsar's Commentaries ; Sallust ; Virgil, Æneid 1st book ; Xenophon's Anabasis, 1st book ; Arithmetic ; Algebra, to Quadratic Equations ; Euclid's Elements, 3 books ; Writing English from dictation. In Classics the amount of knowledge rather than the particular authors studied, will be regarded.

Candidates may be admitted to the standing of students of the second year, provided that they be found qualified on examination. Students of other Universities desirous of continuing their studies in this Faculty, will be admitted, on the production of certificates, to a like standing in this University, after examination by the Faculty.

Candidates for Matriculation as students in any Special Course or for partial Courses of Study, will be examined in the subjects necessary thereto as may from time to time be determined by the Faculty. For special Courses of Engineering, Agriculture and Commerce, see Section 7, Page 21.

Persons desirous of entering as partial or occasional students, will apply to the Dean for entry in his Register, and will procure from the Secretary tickets for the lectures they may desire to attend.

§ 2. SCHOLARSHIPS AND BURSARIES.

Sixteen Scholarships have been placed by the Governors at the disposal of His Excellency the Governor General. These entitle the holders to exemption from tuition fees. Application must be addressed to His Excellency, through the Provincial Secretary. Previously to being matriculated, those presented to the said Scholarships will be examined as to their fitness to enter upon the Course of Study. By command of His Excellency, three of these Scholarships will be offered for competition in the Matriculation examination of the ensuing session.

Eight other Scholarships will be granted by the Governors from time to time to the most successful Students who may present themselves as candidates.

One or more Normal School Bursaries in the Faculty of Arts will be offered for competition to students of the third or fourth years. They entitle the holder to an annual sum of $100, for a term not exceeding two years, under condition of practising the art of teaching in the High School Department, and of teaching for three years in some public School or Academy in Lower Canada, after taking the degree of B.A. and a diploma as a teacher of an Academy.

§ 3. COURSES OF STUDY.

FOR THE DEGREE OF B. A.

Under-graduates are arranged, according to their standing, as Students of the First, Second, Third and Fourth Years; and as such will attend all the courses of lectures appointed for their year, and those only, except by special permission of the Faculty.

First Year—Classics, French or German, English Literature, Mathematics, History, Elementary Chemistry.

Second Year—Classics, French or German, Logic, Mathematics, Botany, History, Elocution.

Third Year—Classics, French or German, Intellectual and Moral Philosophy, Mathematical and Experimental Physics and Astronomy, Zoology or Chemistry.

Fourth Year—Classics, French or German, English Literature, Natural Philosophy and Astronomy, Mineralogy and Geology.

Students intending to join any Theological school, may take Hebrew instead of French or German.

Students of the third or fourth years, entering with consent of their Professors as candidates for honours, or matriculating in the Faculties of Law or Medicine of this University, and presenting certificates of attendance therein, will be entitled to certain exemptions specified in the programme of Lectures.

FOR THE DIPLOMA OF GRADUATE IN CIVIL ENGINEERING.

First Year—Drawing, Mensuration, Surveying, Mathematics of the second year and Experimental Physics with the ordinary Mathematics and Physics of the third year, English Literature, French or German, Chemistry.

Second Year—Drawing, Engineering, Higher Mathematics and Physics, Geology and Mineralogy, French or German.

For details of the above courses of study see Section 6th.

§ 4. EXAMINATIONS, PRIZES, AND HONOURS.

A preliminary examination of each class will be held at the close of the Christmas vacation, with classification as at the Sessional examination. Students who do not pass this examination will be required at the close of the session to submit to an extra examination on the subjects of the preliminary one, previous to the Sessional Examination.

At the Sessional examinations the Faculty will award the following distinctions:—

1. Prizes and Certificates of Merit to those Matriculated Students who may have distinguished themselves in the studies of a particular class, and who have attended all the other classes proper to their year.

2. General Honours of first or second rank to those Matriculated Students who show a high degree of proficiency in all the studies proper to their year.

3. Special Honours of first or second rank, to those Matriculated Students who have successfully passed the honour examinations in any class in which studies for honours have been provided, and have also passed creditably the ordinary examinations in all the subjects proper to their year.

4. The Chapman Gold Medal to the Student who, being among those who have taken honours of the first rank in the subjects appointed for the year, shall, in the ordinary examination for the degree of B.A., show the greatest proficiency in the greatest number of subjects.

5. The Prince of Wales Gold Medal to the student who shall have passed creditably the examinations for the degree of B.A., and taken the highest honours of the first rank in a subject to be from year to year determined by the Faculty.

Students who pass the sessional or degree examination, will be arranged at the close of the session according to their answering, as 1st class, 2nd class, or 3rd class: and in this as well as the examinations for honours, those who are equal will be bracketed together.

The names of those who have graduated or taken honours or prizes, will be published in the order of their merit; and with mention, in the case of students of the first and second years, of the schools in which their preliminary education has been received.

Failure in two or more subjects at the sessional examinations will involve the loss of the session, but the Faculty may permit the student to recover his standing by passing a special examination at the beginning of the ensuing session. For the purposes of this regulation, Classics, Mathematics, and Physics, will each be regarded as two subjects.

§ 5. DEGREES.

The subjects appointed for the B. A. examinations of the Session of 1861-62 are—Classics, Moral Philosophy, English Literature, Mathematical Physics and Astronomy, Geology, French or German. But the Student must have passed the sessional examinations in the other subjects of the course.

Bachelors of Arts of at least three years standing, are entitled to the degree of Master of Arts, after such examination and exercises as may be prescribed by the corporation. The exercise at present appointed is the preparation of a Thesis on any literary, scientific, or professional subject, to be selected by the candidate, and approved by the Faculty.

Candidates for the degree of Graduate in Civil Engineering will be examined in the subjects proper to the course of Civil Engineering, in the same manner as the candidates for the degree of B. A.

§ 6. COURSES OF LECTURES.

ENGLISH LITERATURE.

MOLSON PROFESSORSHIP.

Professor, Rev. Canon Leach, D.C.L., L.L.D.

4th Year's Students, Tuesday and Thursday, 10 to 11.

2nd Year's Students, Monday, Wednesday, Friday, 10 to 11. First term of the Session.

1st Year's Students, Monday and Friday, 11 to 12, Wednesday 12 to 1.

First Year.—Affinity of Languages—History of the Origin and Successive Improvements of the English Language—Its Constituent Elements—Text-book, Latham's Handbook. Klipstein's Anglo-Saxon Grammar.

Grammar of the English Language—Text-books, Crombie and Latham.

Second Year.—History of English Literature and Criticism of Literary Works—Early English Literature before the time of Queen Elizabeth—English Literature in the age of Spenser, Shakespeare, Milton, &c.,—in the age of the Restoration and Revolution,—in the Eighteenth and Nineteenth Centuries—Text-book, Spalding's History of English Literature.

The Lectures on the above subjects will be constantly accompanied with exercises in the practice of composition.

Fourth Year.—Exercises in the English Language, written and Oral—Eloquence, its History, Uses, Kinds—Processes of Rhetorical Argumentation and

Persuasion—Classification and Exposition of Rhetorical Figures—Style and its Laws.—Different species of composition and the rules applicable. Text-book, Whately's Rhetoric.

LOGIC, INTELLECTUAL AND MORAL PHILOSOPHY.

Professor, Rev. Canon Leach, D.C.L., L.L.D.

3rd Year's Students, Tuesday, Wednesday and Thursday, 11 to 12.
2nd " Monday, Wednesday and Friday, 10 to 11.

Logic, (2nd Year's Students—Second term of the Session.) History of Logic : its sphere and its advantages as a Practical Science—Origin and Functions of Language—Import and Classification of Names and Propositions—Mental Operations involved in the process of Reasoning,—Doctrine of Syllogism—Systems of Notation, &c. Application of Logic, in dealing with Fallacies, in Division and Definition, in Induction, &c. Text-book, Mahan's Science of Logic.

Intellectual Philosophy, (3rd Year's Students)—Mental Phenomena—Different Classifications of Mental Phenomena—Unity of the Human Mind—Volition—Consciousness—Sense and Sensation—Perception—Memory and Imagination—Understanding—Reason. Text-book, Mahan's Intellectual Philosophy.

Moral Philosophy.—Philosophy—History of Philosophy, Oriental, Greek, Modern—Moral Philosophy and Moral Science—Moral Systems, Systematic Morality, with Polity and International Law. Text-book, Whewell's Elements of Morality.

Honour Course.

Hours to be arranged on the formation of the class.

Logic.—(Second Year) Mill's Logic, Books I. and III. The last ten Lectures of Sir W. Hamilton on Logic.

Intellectual and Moral Philosophy.—(Third Year) Sir W. Hamilton's, Lectures on Metaphysics, from the XXth to the XLVIth, both inclusive—Tennemann's History of Philosophy.

B. A. Honour Course.

Moral Philosophy, and English Literature.—Stewart's Philosophy of the Active and Moral powers of Man—Translations into English of any passages that may be prescribed from the Poetic of Aristotle, and from any of the books of Cicero de Oratore.

ORATORY AND ELOCUTION.

Professor, J. Barber, M. R. C. S. L.

2nd Year's Students, Wednesday, 11 to 12.

General Elements of Speech ; Constituents of Speech, compared with those of Song and Recitative. Radical and Vanishing Concrete of Dr. Rush —Thorough understanding of this necessary to a correction of the faults of Speech—Relation of Alphabetic Elements to this movement. *Expressive* Elements of Speech. Pitch and its modifications, with oral examples. Time of the Voice. Rythm of Speech. Force and its modifications—Abruptness —Quality of Voice. Emphasis, its varied and numerous forms, with oral examples, &c. Extempore Speaking—the means of acquiring it.

HISTORY.

The Lectures will be delivered in the ensuing Session by the Professor of Classical Literature.

1st and 2nd year's Students, 11 to 12 on Tuesday.

This course will include a series of Lectures on Ancient and Modern History and Chronology, with the aid of a text-book and exercises.

CLASSICAL LITERATURE.

Professor, Rev. G. Cornish, B. A.

4th year's Students,	Monday and Friday,	11	to 12.
3rd "	Tues., Wed. & Thurs.,	10	to 11.
2nd "	daily, except Saturday,	12	to 1.
1st "	" "	9	to 10.

GREEK.

First Year.—XENOPHON.—ANABASIS, LIB. I.
HOMER—LIB. III. & IV.
Greek Prose Composition.

Second Year.—HERODOTUS.—LIB. I.
EURIPIDES.—HECUBA.
Greek Prose Composition.

Third Year.—DEMOSTHENES.—DE CORONA.
SOPHOCLES.—ANTIGONE.
Greek Prose Composition.

Fourth Year.—THUCYDIDES.—LIB. II.
ÆSCHYLUS.—PROMETHEUS VINCTUS.

LATIN.

First Year.—CICERO.—ORATT. IV. IN CATILINAM.
VIRGIL.—ÆNEID, LIB. VI., OR BUCOLICA.
Latin Prose Composition.

Second Year.—HORACE.—EPISTOLÆ & ARS POETICA.
TACITUS.—GERMANIA & AGRICOLA.
Latin Prose Composition.

Third Year.—JUVENAL.—SAT. I., III., VIII. & X.
TACITUS.—HISTORIÆ, LIB. I. OR
HORACE.—SATIRAE, LIB. I.
Longer Exercises in Latin Prose Composition.

Fourth Year.—PERSIUS.—SAT. II., V. & VI.
TERENCE.—HEAUTONTIMOROUMENOS.

Honour Course.

Third Year, (Monday and Friday, 10 *to* 11.

I. GREEK.—SOPHOCLES.—PHILOCTETES.
EURIPIDES.—ALCESTIS.
PLATO.—CRITO.
ÆSCHINES.—ORAT. CONTRA CTESIPHONTEM.

II. LATIN.—LIVY.—LIB. XXI.
CICERO.—PRO MURENA.
CICERO.—DE SENECTUTE.
TERENCE.—ANDRIA.

III.—Composition in Greek and Latin Prose.

B. A. Honours in Classics, being the Honour Course for Students of the Fourth Year, (Monday and Wednesday, 2 P. M.)

Candidates for B. A. Honours in Classics will be examined in the following subjects :—

I. Greek.—Æschylus.—Septem contra Thebas.
Aristophanes.—Ranae.
Aristotle.—De Rhetorica, Lib. I.
Thucydides.—Lib. VII.
Pindar.—Olympia.

II. Latin.—Plautus.—Trinummus.
Terence.—Adelphi.
Cicero.—Epp. ad Atticum, Lib. I.
Tacitus.—Historiae, Lib. I.
Lucretius.—Lib. V. & VI.

III. Retranslation into Greek, and Original Composition in Latin Prose.

IV. Questions in Grammar, History and Geography.

In the work of the Class the attention of the Student will be directed to the Collateral subjects of History, Antiquities and Geography, also to the Grammatical structure and affinities of the Greek and Latin Languages; and to Prosody and Accentuation.

Candidates for Honours in Classics will be examined in all the subjects of each year respectively.

The examination for Honours of the Third Year, and the examination for B. A. Honours, in Classics, will each extend over two days, in the morning from 9 to 1, and in the afternoon, from 3 to 6.

Classical subjects for B. A. examination, 1862.

I. Greek.—Demosthenes.—De Corona.
Æschylus.—Prometheus Vinctus.

II. Latin.—Persius.—Sat. II. V. & VI.
Terence.—Heautontimoroumenos.

III.—Composition in Greek and Latin Prose.

FRENCH LANGUAGE AND LITERATURE.

Professor, Pierre J. Darey, M. A.

1st Year's Students, Monday, Tuesday, Thursday, and Friday 12 to 1.
2nd " Monday, and Friday, 11 to 12.
Engineering Students, Tues., Wed., Thursday, at 11; Wednesday at 12.

The French Language being of especial importance in Lower Canada, a larger amount of attention is bestowed upon it than is usual in English Colleges; and every effort is made to train the Students to speak and write it with accuracy and taste.

In the first year the course will embrace the Grammar of the Language, translation of Ollendorf's Exercises, reading, oral and written translation. Text books—in addition to Ollendorf, which will be confined to the earlier portion of the Session, Poitevin Cours theorique et pratique de Langue Française—Grammaire complète, and Chapsal Littérature Française.

In the second year the Syntax and analysis of the language will be given, and more difficult exercises in composition. Text book—Theatre Classique. Poitevin Cours theorique et pratique.

The varieties of style will be illustrated by lectures and readings in the best authors, and the conversation in the class will be in the French Language exclusively.

GERMAN LANGUAGE AND LITERATURE.

Professor, C. F. A. Markgraf.

3d year's Students, Monday, Wednesday and Friday, 9 to 10
4th " " " " 10 to 11

Third Year.—Text-books, Ollendorf's Grammar by Adler, and Adler's Progressive German Reader. The Exercises of this Class, both oral and written, are calculated to familiarize the Student with the peculiarities of the German Language in grammatical forms and construction, and to impart to him readiness and accuracy of speech, so desirable in modern languages.

A general insight into the History and Nature of the different Germanic Idioms will be given in this course, and the affinity of the polite High-German dialect with the English will receive special attention.

Fourth Year.—Adler's Handbook of German Literature and Woodbury's Eclectic Reader will be the text-books, and to the usual Exercises of the previous year will be added translations from English writers and Composition in the various styles of writing. A short Series of Lectures on German Literature will be delivered, and the German Language will be used in the conversation in the Class.

HEBREW AND ORIENTAL LITERATURE.

Professor, Rev. A. DeSola, LL.D.

Monday, Tuesday, Wednesday, and Thursday, 2 to 3.

The course will comprise lectures on the History of the Hebrew Language and Literature in particular, with a general notice of the other Oriental Languages, their genius and peculiarities. Comparative Philology, affinity of roots, &c., will also receive due attention, while the portions selected for translation will be illustrated and explained by reference to Oriental manners, customs, history, &c.

Junior Class.—Grammar. The Text-book employed will be Gesenius' Hebrew Grammar, with exercises in Orthography and Etymology.

Reading.—Translation and Grammatical Analysis of Historical portions of the Scriptures—Syntax—Mishlé Shualim—Fables, &c.

Senior Class.—Introduction to the Study of Hebrew Poetry—its spirit and characteristics. Lowth and Sarchi as Text-books. Translations from the Psalms, Lamentations, and Isaiah. Ancient compared with modern Hebrew Poetry; the productions of Halevi Gabirol, &c. Grammar, Exercises, &c., continued.—The Chaldee Language, Grammar, Mebo Halashon Aramith of J. Jeitteles. The Chaldee portions of Scripture. Targum of Onkelos and T. Yerushalmi.

SPANISH LANGUAGE AND LITERATURE.

Rev. Professor DeSola.

Extra Fee for this Class $5.

The study of the Spanish Language on this Continent, being generally pursued with special reference to commercial purposes, it will be sought to impart in this Course a practical knowledge of the Castillian, the richest and most harmonious of the Peninsular Languages—as well as an acquaintance with its Literature.

Ollendorf's Spanish Grammar by Valazquez and Simonné, and the Reader of M. Valazquez, are the text-books employed in the Junior Class, who will also be exercised in composition by both written and oral exercises. In the Senior Class Fernandes' Exercises, continuation of Grammar and Composition, Cervantes' Don Quixote, Quintana Vida del Cid, and Marianas Historia will be the subjects of study. Besides a special comparison with the Portuguese Language, a general notice, literary and historical, of the Bascuense and other Dialects will be given.

MATHEMATICS AND NATURAL PHILOSOPHY.

Professor, Alexander Johnson, M.A.

3rd and 4th year's Students,	Tuesday and Thursday,	12 to 1.
" year's Students	Mon., Wed., and Friday,	12 to 1.
2nd "	Tuesday and Thursday,	9 to 10.
1st "	Every Day except Saturday ;	10 to 11.

MATHEMATICS. (*First year*)—Arithmetic.—Euclid, Books 1, 2, 3, 4, 6, with Definitions of Book 5, (omitting propositions 27, 28, 29 of Book 6), Galbraith and Haughton's Edition.—Colenso's Algebra, Part 1 to end of Quadratic Equations.—Galbraith and Haughton's Plane Trigonometry to end of Solution of Plane Triangles—Nature and use of Logarithms.

MATHEMATICS. (*Second year*)—Arithmetic, Euclid, Algebra and Trigonometry as before.—Remainder of Galbraith and Haughton's Plane Trigonometry.—Chief properties of Conic Sections treated Geometrically, (Drew)—Solid Geometry, (elementary propositions.)

MATHEMATICAL PHYSICS AND ASTRONOMY.—(*Third year.*)—Galbraith and Haughton's Mechanics, Hydrostatics, Optics, and Astronomy.

EXPERIMENTAL PHYSICS.—(*Third and Fourth year.*)—1. *Light.*—Theories.—Reflection.—Refraction.—Dispersion.—Interference and Diffraction.—Double Refraction.—Polarization.—Optical Instruments. 2. *Heat.*—Dilatation of Solids, Liquids, and Gases.—Specific and Latent Heat.—Radiation and Conduction of heat. 3 *Electricity.*—Frictional and Voltaic. 4. *Magnetism.*—Text-book—Lardner's Hand-books.

In connection with the above, Lectures, illustrated by Apparatus, will be delivered on the following subjects :—

Statics and Dynamics.—Properties of Matter.—Composition and Resolution of Forces.—Centre of Gravity.—Mechanical Powers.—Friction.—Strength of Materials.—The Arch.—Laws of Motion.—Instantaneous Forces.—Accelerating and Retarding Forces.—Falling Bodies.—Motion on Inclined Planes and Curves.—Centrifugal Force.—Pendulum.—Rotation.—Collision.--Projectiles.—Molecular Forces.

Hydrostatics and Hydrodynamics.—General properties of Fluids.—Equilibrium and pressure of liquids and gases.—Pressure of the Atmosphere.—Equilibrium of floating bodies.—Specific Gravity.—Capillary Attraction.—Laws of Motion of Liquids.—Instruments and Machines.

Acoustics.—Theory of Undulations.--Production and Propagation of Sound.—Vibration of Rods and Plates.—Vibration of Fluids.—Musical Sounds.

Astronomy, (For Engineering Students especially.)—Historical Sketch—General account of phenomena of Universe.—Astronomical Instruments.—Methods of finding Mean time ; setting a Transit Instrument in the Meridian ; and ascertaining Latitude and Longitude.

Honour Course.

4th Year—	Tuesday, Wednesday, Thursday,	11 to 12.
3rd "	—Monday, Friday,	11 to 12.
2nd "	—Monday, Wednesday, Friday,	9 to 10.
1st "	—In connection with Ordinary,	10 to 11.

MATHEMATICS.—(*First Year.*)—Mulcahy's Modern Geometry, first five chapters.—Wood's Algebra.—Young's Theory of Equations.—Hind's Plane and Spherical Trigonometry.

MATHEMATICS.—(*Second Year.*)—Theory of Equations and Trigonometry continued.—Salmon's Analytic Geometry, first thirteen chapters.—Hall's

Calculus, Chapters 1, 2, 3, 4, 6, 7, of Diff. Cal., Chapters 1, 2, 3, 4, 5, of Integ. Cal.

Mathematical Physics.—(*Third Year.*)—Todhunter's Statics, (omitting Chap. 13.)—Sandeman's Dynamics of a Particle. Chap. I.—Chap. II.—Chap. III., Sects. 1-24.—Chap. V., Sects. 52-53.—Chap. VI. Miller's Hydrostatics, omitting Sects 5, 6, and Appendix.—Walton's Mechanical Problems.—Griffin's or Parkinson's Optics.—Hymer's Astronomy, (selected course.)

B. A. Honour Course.

Pure Mathematics.—Hind's Plane and Spherical Trigonometry.—Young's Theory of Equations.—Hall's Differential and Integral Calculus.—Boole's Differential Equations, (selected course.)—Gregory's Examples of the Calculus, (omitting last 2 chapters.)—Salmon's Conic Sections.—Leroy, Géometrie des Trois Dimensions, (or Gregory's Solid Geometry.

Mechanics.—Todhunter's Statics.—Sandeman's Dynamics of a Particle.—Griffin's Dynamics of a Rigid Body.—Besant's Hydrostatics and Hydro-dynamics.—Walton's Mechanical Examples.—Walton's Examples in Hydrostatics.

Optics.—Griffin's or Parkinson's Optics.—Lloyd's Wave Theory of Light.

Astronomy.—Hymer's Astronomy.—Sir John Herschell's Outlines of Astronomy, Chaps. 12, 13, 14.—Godfray's Lunar Theory.

Newton's Principia, Lib. I., Sects 1, 2, 3, 9, and 11.

Heat.—Lardner's Hand-book.

Electricity. } Lardner's Hand-book.
Magnetism. }

Students will be examined in the above courses (Ordinary and Honour) both by papers and vivâ voce. The examination for B.A. Honours will continue for *three* days from 9 to 1, and 3 to 5 each day; the vivâ voce examination taking place on the last two days between the hours of 3 and 5 P. M.

The examinations for Honours in the other years will continue for *two* days.

Engineering Students may be candidates for Honours.

At every examination (whether Ordinary or Honour) in the first two years Students are liable to examination in all the subjects of the previous course; and in the last two years in all the subjects of the third and fourth years.

NATURAL HISTORY.

Professor, J. W. Dawson, LL.D., F. G. S.

4th year's Students,	Monday and Friday	12	to	1.
3rd " "	Tuesday and Thursday	9	to	10.
2nd " "	" "	10	to	11.

Honour Course, Wednesday 12 to 1, and other days as arranged.

I. Botany.—(Second year's Students.)

1. *Vegetable Histology*, or the Study of the Elementary Tissues of Plants, with a description of the Microscope and its uses in Botanical investigations.
2. *Vegetable Anatomy and Physiology*, or the Structure and Functions of the Nutritive and Reproductive Organs of Plants.
3. *Vegetable Nutrition*, and general Phenomena connected with Plant Life.
4. *Taxological Botany*, or the Classification of Plants—with descriptions of the more important Natural Orders, special notices of the Flora of Canada, and instructions for collecting and determining Plants.
5. *Geographical Botany*, or the distribution of Plants over the Globe.

Text-Books.—Gray's Botanical Text-Book.—Gray's Manual.

II. Zoology and Comparative Physiology, (Third year's Students.)

1. *General Views of Animal Life*, and of the relation of the animal to the plant.

2. *Animal Histology.*—The elementary cell and its metamorphoses.—Microscopic examination of tissues.

3. *Functions of Animals.*—With especial reference to the physiology of the lower animals.

4. *Principles of Classification.*—Type or homology.—Analogy and adaptation.—True nature of the species, genus, and other groups in Zoology.

5. *Descriptive Zoology.*—The Radiata, Mollusca, Articulata and Vertebrata, illustrated by typical examples, and as far as possible by Canadian species.—Notices of Geographical distribution of animals.

6. *Instructions and Illustrations* in collecting and preserving specimens, and determining species.

Text-Books.—Synopsis by the Professor. Agassiz and Gould's Principles.—Owen's Lectures.

III. Geology and Palaeontology.—(Fourth year's Students.)

1. *Mineralogy.*—Chemical and Physical characters of Minerals, including Crystallography ; Methods of determining Minerals, with examples ; Descriptive Mineralogy, with especial reference to the species important in Geology or useful in the Arts.

2. *Physical Geology.*—Composition of Rocks and their structure on the small scale.—Origin of Rocks, aqueous, volcanic, plutonic, metamorphic.—Arrangement of Rocks on the large scale ; stratification, elevation and disturbances, denudation.

3. *Chronological Geology and Palæontology.*—Data for determining the relative ages of formations. Classification according to age. Fauna and Flora of the successive periods. Geology of British America.

4. *Practical and Economical Geology.*—Methods of observation and of making geological surveys. Applications of the science to Mining, Engineering, and Agriculture.

Text-Books :—Nichol's or Dana's Mineralogy, and Lyell's Elements.

IV. Practical and Honour Course,—*Students of the Fourth year and Special Students.*

Students entering for honours must have passed creditably the examinations in Elementary Chemistry, Zoology, Botany and Experimental Physics ; and should know the Elements of Drawing. Students entering for practical purposes will be required only to satisfy the Professor of their fitness for the studies of the class.

The course will consist of demonstrations and explanations on the following subjects, with such modifications as may be found necessary to suit the future pursuits of students.—Examination, determination, and description of specimens.—Use of the blow-pipe and of Chemical methods in Natural History.—Use of the Microscope in original investigation.—Preparation of Specimens for study and preservation.—Special studies in the Zoology, Geology, and Palæontology of British America, with field work when practicable. Students will be required to read such of the following books as may be appointed :—Owen's Lectures on the Invertebrate Animals ; Jones' Animal Kingdom ; Lyell's Principles and Elements ; De la Beche's Geological Observer ; Murchison's Siluria ; and for local information, Logan & Hunt's Geology of Canada ; Dawson's Acadian Geology ; Lyell's Travels in North America. Books of reference will be furnished from the College Library.

CHEMISTRY.

Professor, W. Sutherland, M.D.

This class may be taken by Students of the third year, instead of Zoology.
Every Day except Saturday, 7 to 8, P.M.

1.—*Inorganic Chemistry*, comprising Heat, Light, Electricity, Galvanism, Crystallography, the Laws of Combination by Weight and by Volume, the Gases and Non-Metallic Elements and their Compounds; the Metals, their combinations and modes of extraction from their ores, and application in the Arts.

2.—*Organic Chemistry*, comprising substances found in or derived by decomposition from Vegetables and Animals; and Physiological Chemistry, both animal and vegetable.

The lectures will be illustrated by numerous experiments and specimens; and one hour in each week will be devoted to examinations.

AGRICULTURAL CHEMISTRY.

Professor Dawson.

Students of the First and Second Years—Thursday, 11 to 12.
Special Students in Agriculture—Wednesday, 4 to 5.

1.—*Elementary Chemistry* (Students of the First and Second Years). This course is intended as preparatory to the Study of Natural History, as well as of Agriculture. Text-Books—Wilson and Gregory.

2.—*Agricultural Chemistry.*—Composition of the plant—its structures and mode of Nutrition—its products. Textures and composition of Soils—Soils of Canada—causes of the exhaustion of Soils, and methods of improving them—Substances used for Manuring the Soil—Composition and properties of Crops—their value as food. Text-Book—Johnston's Lectures.

Should Students offer for the Special Course of Agriculture, additional hours will be set apart for their instruction. Students should enter, if possible, at the opening of the Session, but will be received until the First week of November.

COMMERCIAL LAW.

Professor J. J. C. Abbott, B.C.L.

(This class is accessible to Matriculated Students in the third or fourth year.)
Monday and Wednesday, 4 to 5.

The subject of Lecture on Mondays will be the general Principles of the Law of Contracts.

On Wednesdays the subjects will be Agency, Bailments, Partnerships, Bills and Notes, and Insurance.

Persons taking tickets for this course, as occasional students, will also have access to the Lectures on Public Law.

METEOROLOGY.

Professor Charles Smallwood, M.D., LL.D.

A short course of lectures on this subject is expected to be delivered in the course of the session. Details will be made known by advertisement.

§ 7. SPECIAL COURSES OF STUDY.

SPECIAL COURSE OF ENGINEERING.

Extending over two Sessions and entitled to the degree of Graduate in Civil Engineering.—(*Fee* $30 per Session.)

MATRICULATION.—Students matriculating in this course will be examined in Arithmetic, Algebra, to Quadratics inclusive, Euclid, Books I. to IV., def. of B. V., B. VI., Plane Trigonometry (especially Solution of Triangles), Writing English from Dictation. If unable fully to pass this examination, they may, at the discretion of the Professor of Engineering, be allowed to join his class for a preparatory session; and *may*, if found qualified, obtain the diploma at the end of two years.

COURSE OF STUDY.—(*First Year.*)—Mensuration.—Surveying.—Drawing.—Mathematics, (Ordinary and Honour) of under-graduates of the Second year.—Ordinary Mathematics and Physics of the Third year.—Chemistry.—English Literature.—French or German.

(*Second Year.*)—Engineering.—Drawing.—Higher Mathematics and Physics.—Geology and Mineralogy.—French and German.

CIVIL ENGINEERING.

Professor, M. J. Hamilton, C. E.

Junior Class, Monday and Wednesday. 2 P.M.
Senior " Tuesday, Thursday and Friday, 2 "
Drawing daily, during the afternoon.

FIRST YEAR.

I. *Drawing.*—Descriptive Geometry, Bridge Drawing, Plotting of Plans and Sections, &c.

II. *Surveying, &c.*—Construction, Adjustments, and Practical Application of the various instruments required for Engineering operations; Land Surveying, Laying Out and Parting off Land; Surveying for Public Roads and Railways; Levelling, Laying Down Curves, Half-Widths, &c.; Measurements and Calculation of Earthwork, Construction and Application of Tables for Earthwork.

SECOND YEAR.

I. *Drawing.*—A more extended course, including Perspective, Isometric Projection, Construction of Physical Maps, Application of Descriptive Geometry to Stone-cutting. &c.

II. *Engineering.*—Excavation and Embankment, Quarrying and Blasting, Tunnelling, Construction of Public Roads; Construction of Railways, including Gradients, Permanent Way, Rail Laying, Practice of Draining, Theory of the Arch, Stability of Structures, Nature and Mode of Application of Materials in Construction, Strength of Materials, Preparation of Mortars and Cements, Foundations, Piling, Coffer Dams, Retaining Walls; Bridge Building in Stone, Brick, Iron and Wood; Construction and use of Stationary and Locomotive Engines; Efficiency of Labour, Preparation of Specifications and Estimates. When practicable, the classes of both years will go out with the Professor for field-work on Saturdays, at 9 A. M.

For the details of the course of study in Mathematics, Mathematical and Experimental Physics, Chemistry, Geology, English Literature and French, see previous pages of the Calendar.

The Professor of Natural Philosophy proposes to deliver a special course of Lectures to Engineering Students, in the coming session.

The Student will not be required to pass an Examination in the *Honour* Mathematics and Physics of either year, if he do not desire it; but special proficiency in the ordinary Mathematics and Physics, and also in Chemistry and Geology, will be expected.

If at the end of his Junior Year the Student shall pass the Examination in Mathematics, but shall be found deficient in Mathematical and Experimental Physics, the Faculty may either refuse him credit for the year, or require him to attend the ordinary Lectures in Physics during his Senior year.

Graduates in Civil Engineering may attend the Honour Lectures in Mathematics and Physics of the Fourth year, and the Honour Course in Natural History, and compete for Honours; but will be classed separately from undergraduates.

According to the Act 20th Vic. cap. 37, graduates in Civil Engineering having first passed their preliminary examination, may be received as apprentices by any Land Surveyor in Upper or Lower Canada, and "shall, thereupon, be duly holden to serve as such apprentices during twelve months of actual, service," instead of three years, before proceeding to their final examination. The advantages thus obtained, and the opportunity of studying Mineralogy and Geology, (now required by law of Provincial Land Surveyors,) deserve the attention of persons about to enter on their apprenticeship. In order to derive the full benefits from the Act, the Students should pass their preliminary examination before entering the College.

SPECIAL COURSE OF AGRICULTURE.

This course will include, in addition to the lectures on Elementary Chemistry and Agriculture, the subjects of English Literature, French, Mathematics, Natural History and Natural Philosophy, and will extend over two sessions.

A SPECIAL COURSE OF COMMERCE.

Including the subjects of English Composition, Arithmetic and Algebra, Mathematics and Natural Philosophy, Chemistry, Natural History, Modern Languages and History, in addition to Commercial and Public Law, will be accessible to Students desirous of devoting themselves, for one or two sessions, to the collegiate studies more immediately connected with commercial pursuits.

The Library of the Faculty of Arts contains 2,300 volumes of standard works, selected with especial reference to the wants of Professors and Students.

The Apparatus includes Electrical and Pneumatic Instruments of the largest size and most modern construction, several Microscopes, a Telescope, and instruments illustrative of Statics, Dynamics, Hydrostatics, Heat, Optics, Astronomy and Geodesy.

The Museum consists of—

1. The general collection in Zoology, including specimens illustrative of the leading types in all the classes of Animals.
2. The general collection in Geology and Palæontology, including specimens illustrative of all the Geological periods.
3. The Holmes Collection of 2,000 Canadian and Foreign Minerals.
4. The Holmes Herbarium, containing specimens of nearly all the plants indigenous to Lower Canada.
5. The Logan Collection of 475 characteristic Canadian Fossils and Rocks.
6. The Couper Collection of 2,400 Canadian Insects.

All these collections are used to illustrate the lectures, or are open to the inspection of Students.

Programme of Lectures in the Undergraduate Course in Arts and Special Course of Engineering.

SESSION 1861–62.

FIRST YEAR.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9	Classics.	Classics.	Classics.	Classics.	Classics.
10	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.
11	English.	History, § French.	§ French.	Elementary Chemistry.	English.
12	* French.	* French.	English.	* French.	* French.
2					

SECOND YEAR.

9	† Mathematics.	Mathematics.	† Mathematics.	Mathematics.	† Mathematics.
10	Logic.	Botany.	Logic.	Botany.	Logic.
11	* French.	‡ History.	‡ Elocution.	¶ Ele. Chemistry. § French.	* French.
12	Classics.	Classics.	Classics. § French.	Classics.	Classics.
2	§ Engineering.	§ Drawing.	§ Engineering.	§ Drawing.	§ Drawing.

THIRD YEAR.

9	* German.	‖ Zoology.	* German.	‖ Zoology.	* German.
10	† Classics.	Classics.	Classics.	Classics.	† Classics.
11	† Mathematical Physics.	Moral Philosophy.	Moral Philosophy.	Moral Philosophy.	† Mathematical Physics.
12	Mathematical Physics.	‖ Experimental Physics.	Mathematical Physics.	‖ Experimental Physics.	Mathematical Physics.
2	* Hebrew, § Drawing.	§ Engineering.	* Hebrew, § Drawing.	§ Engineering.	§ Engineering.

FOURTH YEAR.

10	* German.	Rhetoric.	* German.	Rhetoric.	* German.
11	Classics.	† Mathematical Physics.	† Mathematical Physics.	† Mathematical Physics.	Classics.
12	Geology.	Experimental Physics.	† Geology.	Experimental Physics.	Geology.
2	† Classics.	* Hebrew.	† Classics.	* Hebrew.	

Chemical Lectures, (at the rooms of the Medical Faculty), daily, 7 P.M. *Agriculture*, (at the Normal School), Wednesday, 4 to 5. *Commercial Law*, (rooms of Law Faculty), Monday and Wednesday, 4 to 5, from October 7, Library open Tuesday and Thursday forenoons.

* The Student is required to take one modern language, or Hebrew, during two years of the course. Honour Students and Students in Law or Medicine, may, however, omit the lectures in modern languages in the 3rd and 4th years, but must pass the examination. † For Candidates for Honours. § For Engineering Students only. ‖ Optional to Students in Law or Medicine. ‡ Optional to Honour Students. ¶ Unless taken in 1st year. In the 4th year, Honour Students or Students in Law or Medicine may omit, at their option, any two of the following Classes, viz: Exp. Physics, Classics, Rhetoric, Geology. The Drawing Class for Engineering Students continues throughout the afternoon every day.

In the Session of 1861-2, the subjects fixed for the competition for the Chapman Medal and Prince of Wales Medal, in accordance with §4, P. 11, are *Classics* and *Natural Science*, the latter to include Botany, Zoology and Geology. In the Session of 1862-3 Mathematics and Natural Philosophy will constitute one of the subjects, and Mental and Moral Philosophy and English Literature, the other.

FACULTY OF MEDICINE.

The Principal (ex-officio.)
Professors,—Campbell.
Hall.
Fraser.
Sutherland.
Scott.
Wright.
Howard.
M'Callum.
Craik.
Demonstrator and Curator of Museum.—H. Nelson.

Dean of the Faculty,—G. W. Campbell, A.M., M.D.

The Course of Lectures by the Medical Faculty of this University for the Session of 1861-62, will commence on the first Monday (4th) of November of the present year, and be continued through the six months following.

These lectures will be delivered in the College building, Cotè Street, which is conveniently situated in the vicinity of boarding-houses and of the Hospitals. The class-rooms have, within the last year, been enlarged to accommodate the increasing numnumber of Students in attendance. During the past winter the matriculations were 126, an augmentation by 18 over the number present during the former winter.

The rising popularity of this school, thus plainly declared, may be traced to the approbation which the public generally, and the profession in particular, have extended to it, in consequence of:—

First: its course of study embracing a period of four years, and requiring to be pursued during at least three sessions of six months each, in the manner subsequently detailed.

Secondly: its having the advantages presented by large hospitals, in which a great variety of cases may constantly be examined, and where great pains are taken to impart clinical instruction upon the most approved principles.

Thirdly: its having with much outlay provided suitable conveniences for the prosecution of Practical Anatomy.

Fourthly: its having a most extensive library of periodicals and

of systematic works, monographs, &c., upon the special branches of Medicine; the use of which is permitted to the student.

Fifthly: the abundant and diversified means at the disposal of the individual professors for illustrating their lectures by morbid preparations, drawings, plates, instruments, apparatus, &c., &c.

COURSES OF LECTURES.

The number of Professors in the Faculty is Nine; the number of Classes Ten; two of the classes (often conjoined in European Schools) being held by one Professor.

1. ANATOMY.—(Prof. Scott)—The fresh subject is chiefly employed in the illustration of the Lectures in this branch, aided however, by dried preparations, wax models, plates full size of life, &c. The Dissecting Room is under the direction of the Professor, aided by the Demonstrator of Anatomy. It is open from 8 a.m. to 10 p.m., being lighted with gas. All the usual conveniences are supplied, and the Demonstrator will be in attendance to assist the pupils in their operations.

2. CHEMISTRY.—(Prof. Sutherland.)—Inorganic Chemistry is fully treated; and a large portion of the course is devoted to Organic Chemistry and its relations to Physiology. The branches of Physics bearing upon or connected with Chemistry, also engage the attention of the class. For experimental illustration abundant apparatus is possessed by the Professor, among which may be enumerated a powerful Air Pump—Oxy-Hydrogen Microscope—Polariscope—Extensive series of Crystallographical models—Electrical and Galvanic apparatus, &c., &c.

3. MATERIA MEDICA.—(Prof. Wright.)—This course is illustrated by a Cabinet of Pharmacological objects; by Plates of Medicinal Plants, (Roque, Stephenson & Churchill)—by an Herbarium, and by the Microscope (Nachét) and Polariscope for examining Crystals.—Analytical experiments for detecting Adulterations, &c., are also shown, and diagrams, with other illustrations, are used.—*Dietetics, Pharmacy, and Therapeutics* are included in the course.

4. INSTITUTES OF MEDICINE.—(Prof. Fraser.)—Under which are comprised *Histology, Physiology, General Pathology and General Therapeutics.* The minute Structure and Composition of the various Organs, and the Fluids and Tissues of the Body in health and disease, are explained and illustrated by Microscopic Preparations, Plates and Preparations from the Museum.

5. PRACTICE OF MEDICINE.—(Prof. Howard.)—The extensive series of plates contained in the Library, Lebert's recent work, Cruveilhier, Carswell, Hope, Alibert, Willis, Bateman, &c., &c., will be employed; also Morbid Preparations and models of diseased parts.

6. SURGERY.—(Prof. Campbell.)—Divided into Principles and

Practice; including Surgical Anatomy and Operative Surgery, exhibited on the subject.—Quain's large plates, Maclise, Dalrymple, &c. The various surgical instruments and apparatus exhibited, and their uses and application explained and practically illustrated.

7. Midwifery.—(Prof. Hall.)—Including diseases of females and infants, illustrated by a series of Drawings on a large scale; by humid preparations: by models in wax; and by the use of the artificial Pelvis.

8. Medical Jurisprudence.—(Prof. McCallum.)—Includes Toxicology—the modes of testing for poisons are exhibited, and post-mortem appearances illustrated by plates—Insanity, Public Hygiene and Medical Police are touched upon.

9. Clinical Medicine.—(Prof. McCallum.)—Taught by lectures, and at the bed side—Physical Diagnosis taught practically and each pupil invited to take part in it—Examination of the urine, chemically and microscopically explained and illustrated.

10. Clinical Surgery.—(Prof. Craik.)—Taught in a similar manner. For both these Classes ample material is afforded by the cases at the Montreal General Hospital.

Beside the above classes, Students are required to attend one course of Botany and one course of Zoology.

LIBRARY AND MUSEUM.

The Library contains upwards of 3000 volumes, including the most useful books for reference, as well as the recent elementary ones; the works of the older authors as well as the most recent. It is open to the Students without charge, under necessary regulations for the care of the books. The Museum contains a large number, constantly augmenting, of preparations, chiefly pathological; also, wax and papier maché models.

HOSPITALS.

The Montreal General Hospital is visited every day by the Medical officers in attendance. After the visit a large number of out-door patients are examined and prescribed for.

The Operating Room (used also for a Lecture Room) is so constructed as to suit the convenience of the Students in obtaining a good view of the operations going on.

The University Lying-in-Hospital is under the direction of the Professor of Midwifery. Students who have already attended one course of his lectures, are furnished with cases in rotation.

PAST SESSION.

The number of matriculated Students in the past Session was 126. Of these, 56 were from Canada West, 68 from Canada East, 1 from Prince Edward Island, and 1 from the United States.

The number of Students who passed the primary Examination, which includes the branches of Anatomy, Chemistry, Materia Medica, and Institutes of Medicine, was 16; as follows:—

Mr. Thos. C. Walton, Toronto, C.W.
" Jas. W. Digby, Brantford, "
" Geo. A. Chesley, Cornwall, "
" D. P. Campbell, Glengary, "
" Daniel Beatty, Aylmer, C.E.
" J. G. Strobridge, Brantford, C.W.
" Charles H. Church, Aylmer, C.E.
" James Aylen, " "
" Maurice R. Bucke, Sarnia, C.W.
" Louis Lafontaine, Chambly, C.E.
Mr. John Harkness, Matilda, C.W.
" Edward H. Trenholme, Trenholmeville, C.E.
" Alfd. Belleau, Quebec, "
" J. H. Larelle, St. Rose, "
" G. S. DeBonald, Bertheir "
" John A. Stewart, Charlottetown, P.E.I.

At the recent Convocation, held May 3rd, 20 Gentlemen received the degree of M.D.

The following list contains the names of the Graduates and of their Inaugural Dissertations or Theses:—

John Rolph Malcolm,	Oakland, C.W.,	Peritonitis.
Herbert H. Read,	Minudie, N.S.,	Cyanosis.
David Leslie Philip,	Vankleek Hill, C.W.,	Ergot of Rye.
Arthur Lyon,	Ottawa, "	Abortion.
Jacob Edwin Brouse,	Prescott, "	Fracture of the Forearm.
Henry Ussher,	Bowmanville, "	Placenta Prævia.
Napoleon Leclair,	N. Lancaster, "	Syphilitic Chancre.
Fred. D. Sutherland,	Montreal, C.E.,	Acute Rheumatism.
Peter McLaren,	Drummond, C.W.,	Diabetes.
James Gun,	Palermo, "	Chronic Pneumonia,
Rufus Fred. Hamilton,	Clarenceville, C.E.,	Dysentery.
Donald McGillivray,	Lochiel, C.W.,	A Peculiar Heart Disease.
Joseph M. Drake,	Montreal, C.E.,	Albuminuria.
V. G. B. Chagnon,	St. Dominique, "	Menstruation.
Heriot Lindsay,	Cornwall, C.W.,	Convalescence.
George W. Powers,	Sutton, C.E.,	Opium.
George E. Gascoyne,	Montreal, "	Dysentery.
Horace Nelson,	do "	Stricture of Rectum.
Duncan McGregor,	Glengarry, C.W.,	Incipient Phthisis.
Charles Battersby.	Toronto, "	Puerperal Hœmorrhage.

— Mr. Jos. Godin passed his Examination, but did not apply for his degree; and Mr. Fred. J. Austin also passed his Examination, but was not of age to receive his degree till next Convocation.

PRIZES.

The three Prizes granted by the Governors were awarded as follows:

For the best Thesis the Prize was divided among Messrs. Drake, Austin and Philip.

For the best Examination on the Primary Branches, the Prize was given to Mr. Thomas C. Walton of Toronto, C.W.

For the best Examination on the Final Branches, the Prize was adjudged to Mr. Joseph Drake of Montreal, C.E.

The Professor's Prize in Materia Medica was awarded to Mr. G. S. DeBonald of Bertheir, C.E.

The Prize in Clinical Medicine for the best report of cases to Mr. D. McGillivray of Locheil, C.W.; and for best examination to Mr. Joseph Drake of Montreal, C.E.

The Prize in Botany was given to Mr. C. Battersby; that in Zoology to Mr. W. M. Cote.

EXTRACTS FROM THE REGULATIONS OF THE FACULTY.

Chap. I.

Relative to the Courses of Lectures, Fees, &c.

1st. Each Professor shall deliver at least five lectures during the week, except in the classes of Clinical Medicine and of Clinical Surgery, in which only two Lectures shall be required; and in that of Medical Jurisprudence, if extended through six months, in which case three Lectures a week shall suffice.

2nd. Each Lecture shall be of one hour's duration.

3rd. Every Professor shall occasionally examine his class upon the subjects treated of in his preceeding Lectures; and every such examination shall be considered a Lecture.

4th. A Roll of the names of the Students attending each class shall be called from time to time.

5th. All tickets which have not a Certificate of attendance attached shall be rejected when presented as testimonials previous to examination, unless the omission can be satisfactorily accounted for.

6th. The Fee for each class shall be $12, with the following exceptions; for that of Medical Jurisprudence, $10; for those of Clinical Medicine and Clinical Surgery, $6, each, and for Botany and Zoology $5.

7th. Any student, after having paid the fees, and attended two courses of any class, shall be entitled to a perpetual ticket for that class.

8th. The course of all the classes, except those of Clinical Medicine, Clinical Surgery and Medical Jurisprudence, shall be of six months' duration; the Classes of Clinical Medicine and of Clinical Surgery of three months' duration; and that of Medical Jurisprudence, either of three month's duration, in which case Five Lectures a week shall be given, or of six months' duration, in which case only Three Lectures a week shall be required.

9th. The courses shall commence on the first Monday in November, and with the exception of a vacation at Christmas, shall continue to the end of April.

chap. II.

Of the Qualifications and Studies of Students and Candidates for the Medical Degree.

1st. All Students desirous of attending the Medical Lectures, shall, at the commencement of each Session, enroll their names and residences in the Register of the Medical Faculty, and procure from the Registrar a ticket of Matriculation, for which each Student shall pay a fee of $2.

2nd. The said Register shall be closed on the 31st day of December in each year and no tickets obtained from any of the Professors shall be received without previous Matriculation.

3rd. No one shall be admitted to the Degree of Doctor of Medicine and Surgery who shall not either, 1stly have attended Lectures for a period of at least Four Sessions in this University or some other University, College or School of Medicine, approved of by this University; or 2ndly, have studied medicine during at least Four years, and during that time have attended Lectures for a period of at least Three Sessions either in this University or some other University, College or School of Medicine, approved of by this University.

4th. Candidates for the final Examination shall furnish Testimonials of attendance on the following branches of Medical Education, viz:

Anatomy,
Chemistry,
Theory and practice of Medicine,
Principles and Practice of Surgery,
Midwifery and Diseases of Women and Children,
Materia Medica and Pharmacy,
Clinical Medicine,
Clinical Surgery,
Practical Anatomy,
Institutes of Medicine,

} Of which two Courses will be required.

Medical Jurisprudence,
Zoology,
Botany.

} Of which one Course will be required.

Provided, however, that Testimonials equivalent to, though not precisely the same as those above stated, may be presented and accepted.

5th. The Candidate must also give proof by ticket of having attended during twelve months the practice of the Montreal General Hospital, or that of some other Hospital approved of by this University.

6th. Moreover, no one shall be permitted to become a Candidate for examination who shall not have attended at least One Session of this University, and during that Session at least four six months' classes, or three six months' and two three months' classes.

7. Students in Medicine will be examined in Classics and in English or French Composition, the standard being such as may from time to time be determined by the Faculty.

8. Every Candidate for the Degree must, on or before the first day of April, present to the Dean of the Medical Faculty testimonials of his qualifications, entitling him to an examination, and also a Thesis or inaugural dissertation, written by himself, on some subject connected with Medical or Surgical Science, either in the Latin, English, or French Language. He must at the same time deliver to the Secretary of the Faculty the following Certificate:

MONTREAL———18—.

I, the undersigned, being desirous of obtaining the Degree of Doctor of Medicine and Surgery, do hereby declare that I have attained the age of twenty-one years, (or, if the case be otherwise, that I shall have attained the age of twenty-one years before the next graduation day), and that I am not, (or shall not be at the time) under articles as a pupil or apprentice to any Physician, Surgeon or Apothecary.

(Signed) A. B.

9. The trials to be undergone by the Candidate shall be:

1st. The matriculation examination referred to in Section 7 supra. Students will undergo this Examination in the first session of their attendance, unless allowed to postpone it by special permission of the Faculty.

2nd. The private examination of his Thesis as evidence both of Medical and General acquirement, followed (if approved) by its public defence. And

3rd. A general examination on all the branches of Medical and Surgical Science, either oral or by written papers as may from time to time be determined by the Faculty.

This examination will be divided into Primary and Final, the former comprehending the branches of Anatomy, Chemistry, Materia Medica, Institutes of Medicine and Zoology or Botany; the latter, those of Practice of Medicine,

Surgery, Midwifery and Medical Jurisprudence. It will be optional with the student to present himself for the primary examination at the end of the third session.

10. The following Oath or affirmation will be exacted from the Candidate before receiving his Degree:

SPONSIO ACADEMICA.

In Facultate Medicinæ Universitatis Collegii McGill.

Ego, A——— B———; Doctoratus in Arte Medica titulo jam donandus, sancto coram Deo cordium scrutatore, spondeo, me in omnibus grati animi officiis erga hanc Universitatem ad extremum vitæ halitum, perseveraturum; tum porro artem medicam, caute, caste, et probe exercitaturum, et quoad in me est, omnia ad ægrotorum corporum salutem conducentia cum fide procuraturum; quæ denique, inter medendum, visa vel audita silere conveniat, non sine gravi causa vulgaturum. Ita præsens mihi spondenti adsit Numen.

11th. The fee for the degree of Doctor of Medicine and Surgery shall be Five Pounds Halifax Currency, to be paid by the successful Candidate immediately after examination, together with a Fee of Five Shillings to the Registrar of the Medical Faculty.

12th. The money arising from the Fees of Graduation, as well as those of Matriculation, shall be applied to the enlargement of the Medical Library and Museum, and to defraying their expenses.

BOOKS RECOMMENDED TO STUDENTS

Anatomy.—Sharpey and Quain, Wilson, Ellis, Dublin Dissector.

Chemistry.—Graham, Kane, Silliman.

Materia Medica.—Pereira's Elements, Royle's Manual, Wood's Therapeutics, Stillé's Therapeutics, Pereira on Food and Diet.

Institutes of Medicine, *Physiology*.—Carpenter's Principles of Human Physiology, Kirke and Paget's Manual, Todd and Bowman's Physiological Anatomy. *Pathology*.—Williams' Principles of Medicine, Chomel and Vogel's General Pathology.

Surgery.—Chelius, Paget's Surgical Pathology, Miller's Principles and Practice, Fergusson's Practical Surgery.

Practice of Medicine.—Wood's Practice of Medicine, Watson's Practice of Physic, Hooper's Physicians' Vademecum by Guy, Barlow's Practice.

Medical Jurisprudence.—Orfila Medicine Legale, Devergie Medicine Legale, Theorique et Pratique, Taylor's Jurisprudence, Guy's Forensic Medicine, Taylor on Poisons.

Midwifery.—Churchill, Ramsbotham, Cœzeaux.

N.B. Boarding may be obtained at from Twelve to Sixteen Dollars per Month.

FACULTY OF LAW.

The Principal (ex officio.)
Professors.—Badgley.
Abbott.
Torrance.
Lafrenaye.
Laflamme.
Dean of the Faculty,—J. J. C. Abbott, Esq., B.C.L.

The several courses of lectures in the Faculty of Law, comprise every branch of Legal Study.

The Educational officers of this Faculty have felt that the Law of Lower Canada, though in many of its details purely local, retains, as its leading characteristics, the noble and imposing features of the civil law, and that the principles established in the Roman jurisprudence, still form the groundwork of many of its departments. The Lectures, therefore, though prepared with especial reference to the law of Lower Canada, have been as far as consistent with their primary object, divested of any purely sectional character, and are made to inculcate such comprehensive principles, as form, to a great extent, the basis of every system of jurisprudence.

It is considered that this system will afford to students of the laws of Lower Canada, a better foundation for their subsequent studies, and tend to give them a more extended and comprehensive grasp of legal subjects, than a course of instruction conducted solely with reference to local law; while it is hoped, in view of the increased importance which the study of the civil law is everywhere assuming, that the advantages offered, and the mode of education adopted by this Faculty, will open to it an extensive field of usefulness.

The complete course of study in this Faculty extends over three years, but may be shortened to two years, when the student matriculates in the third year of his indentures.

The following are the subjects comprised in the complete course of three years:—

TO STUDENTS OF THE FIRST YEAR.

On Public and Constitutional law.

Professor Badgley.

On obligations, and on the general principles of the law of Contracts.

Professor Abbott.

On the Civil Law. The Rights of persons under the Roman law, property in possession, *jus in re*.

Professor TORRANCE.

On the origin and History of the Laws of France, of England, and of Lower Canada.

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.

Minority.
Tutors and Curators.
Husband and Wife.
Fiefs.
Servitudes

Professor LAFLAMME.

TO STUDENTS OF THE SECOND YEAR,

On Public and Constitutional Law.

Professor BADGLEY.

On Commercial Contracts.

Agency.
Bailments.
Partnerships.
Bills and Notes.
Insurance.

Professor ABBOTT.

On the Civil Law.

Property in Action, *jus ad rem*, or Obligations.—Actions—Public Judgments.

Professor TORRANCE.

On Legal Bibliography.

The Bibliography of English Law;
of French Law; and
of Canadian Law.

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.

Successions.
Donations and Wills.
Contracts of Marriage.
Community of Property.

Professor LAFLAMME.

TO STUDENTS OF THE THIRD YEAR.

On Criminal Law.

Professor BADGLEY.

On Commercial Contracts.

Shipping, and Merchant Seamen.
Sale.
Pleading.
Practice.

Professor ABBOTT.

On International Law.

Conflict of Laws.
Corporations.
Evidence.

Professor TORRANCE.

On Leases.
Deposits.
Sequestrations.
Pledges.
Suretyships.
Compositions.
Imprisonments.

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.
Dower.
Privileges and Hypotheques.
Prescriptions.
Judicial Sales.

Professor LAFLAMME.

Students who avail themselves of the privilege of attending two years only, will, nevertheless, be required to pass an examination in the subjects comprised in the three years' course.

Occasional Students will be received without matriculation, for attendance on any particular series of Lectures; and Students in the Faculty of Arts will be permitted to attend any of the courses, on such terms and conditions as may be fixed by that Faculty.

The matriculation fee is ten shillings, payable only by Students who have not previously matriculated in any other Faculty. The annual fee for the full course of Lectures is fixed for the present at three pounds ten shillings; for attendance on any one series of Lectures, one pound five shillings per annum, and the fee on graduation, including *diploma*, is one pound five shillings.

Students who have completed their course of three years,—or of two years, if they have commenced in the third year of their indentures,—and have passed a satisfactory examination, will be entitled, upon the certificate and recommendation of the Law Faculty, to the Degree of Bachelor of Civil Law.

Applications for admission may be made to the Dean of the Faculty or to the Secretary of the College.

STUDENTS OF THE UNIVERSITY.

Session 1860-61.

FACULTY OF LAW.

3rd Year.

Aylen, John
Armstrong, Louis
Doutre, Gonsalve
Desaulnier, Alexis
Desrochers, Jean Louis H.
Driscoll, Netterville H.
Leach, David S.
McKenzie, Frederick
McGee, Thomas D'Arcy
Ouimet, Adolphe P.
Plimsoll, Reginald J.
Rochon, Charles A.
Vandal, Philip.

2nd Year.

Ascher, Isidore
Cowan, Robert C.
Curran, John Joseph
Houghton, John G. R.
Kirby, James
Kelly, John P.
Mireault, Gilbert
Nagle, Sarsfield
Tate, Melbourne
Trudeau, George
Wilkes, Thomas Holmes

First Year.

Allan, Irvine
Benjamin, Lewis N
Benjamin, Samuel
Brauchaud, Athanase
Day, Edmund T.
Doak, George O.
Davidson, Charles P.
Grenier, Amédée
Hall, William
Hart, Reuben
Jones, Richard
Kelly, William
Lacoste, Charles
Molson, George
McDougall, Alexander
Mayo, William
Sicotte, Victor
Stevens, Charles
Stephens, George
Sabourin, Ernest
Stuart, Ernest
Vilbon, Charles
Wurtele, Charles

FACULTY OF MEDICINE.

Session 1860-61.

(1*st Year.*)

Anderson, John Colborne, Montreal, C.E.
Beaudet, Alfred, Coteau du lac, C.E.
Beaudry, Raphael, Montebello, C.W.
Belleau, Alfred, Quebec, C.E,
Bessey, William, E. Georgetown, C.W.
Brault, Charles, A. Montreal, C.E.
Brodeur, Alphonse, Varrennes, "
Brush, Charles, Montreal, "
Burrand, John Hamilton, St. Johns, "
Burritt, Horatio C., Smith's Falls, C.W.
Butler, George C., Brighton, "
Chagnon, V. L., M. D., St. Dominique, C.E
Christie, Alexander, Montreal, "
Coté, Wolfred Nelson, Grande Ligne, "
Crichton, Stuart, Prescott, C.W.
Delvecchio, Alphonse, Montreal, C.E.
Dickson, Wm. W., Pakenham, C.W.
Dodd, John, Port Hope, "
Donnelly, Thomas James, Montreal, C.E.
Eckhart, Thomas P., Unionville, C.W.
Fagan, Thomas, St. Marie de Monnoir, C.E.
Ferguson, James B., Montreal, "
Gascoigne, George E., Montreal, "
Gill, Allan, Pierreville, C.W.
Harkin, Charles Dougall, Montreal, C.E.
Haycock, John H. Ottawa, C.W.
Holmes, William Gordon, Montreal, C.E.
Howde, George, Tweed, C.W.
Huneau, Louis G, Montreal, C.E.
Ives, Eli, Hatley, E. T., "
Jones, John C., Maitland, C.W.
Kempt, William, Lindsay, "
Kennedy, Richard A., Montreal, C.E.

Lanigan, James, St. Therese, C.E.
Lapointe, Jovite, Boucherville, "
Leale, Charles Augustus, Montreal, "
Leman, Joseph, Montreal, "
Massey, George, " "
Mayhall, Edmund; " "
Mongenais, Napoleon, Rigaud, C.E.
McCord, John D. Montreal, "
McDonnell, Duncan A., Cornwall, C.W.
McDougall, Peter A., Aylmer, C.E.
Nelson, H., M.D., Montreal, "
Pegg, Charles H., Arcona, C.W.
Phelan, John, F. R. C., St. Columbin, C.E.
Picault, M. J. Alfred, Montreal, "
Pinet, Alexander R., St. Lawrent, "
Powers, George W., M.D., Sutton, "
Rowan, William George, Montreal, "
Sayers, Alexander, Belleville, C.W.
Smallwood, C. E., Montreal, C.E.
Tew, Herbert Sayer, Ottawa, C.W.
Woodill, Alfred H. Montreal, C.E.
Vernier, Jacques, " "

(*2nd Year.*)

Adams, Henry, Whitby, C.W.
Alcock, Joseph, Beckwith "
Brathwaite, Frank H., Barrie, "
Brown, Peter Eli, Lake of Two Mountains, C.E.
Burland, John Gordon, Montreal, "
Campbell, Donald P., Glengary, C.W.
Case, William H., Hamilton, "
Church, Mills Kimble, Merrickville, "
Cobban, Matthew Whyte, Milton, "
DeBonald, G. S., Berthier, C.E.
DeSaulniers, Antoine, Riviere du Loup, "
Duncan, George, Montreal, "
Ferguson, Alex. A., Cornwall, C.W.
Goldstone, Edmund A., Cobourg "
Gordon, William W. Bathurst, "
Graham, Henry, Bell's Corners, "
Grant, Donald James, Glengary, "
Gustin, William C., London, "
Hall, James B., Montreal, C.E
Hamilton, Rufus F., M.D., Clarenceville, "
Lavoix, Francois A., Montreal "
Malloch, Edward C., Ottawa, C.W.
Marion, Alfred, Contrecœur, C.E.
Mason, James L., Montreal, "
Marston, John J., L'Orignal, C.W.
McDonald, Angus, Lancaster, "
McGlashan, Andrew, Toronto, C.W.
McIntosh, Robert, Newcastle, "
Reed, Perry H., Sutton, C.E.
Richard, Marcel, St. Jaques, "
Russel, James Theodore, Brantford, C.W.
Senkler, Albert Edward, Brockville. "
Squire, William Wood, Montreal C.E.
Stewart, John Alexander, Charlottetown, P.E.I.
Therien, Honore, Riviere David, C.E.
Walton, Thomas Cameron, Toronto, C.W.
Wood, George, Frost Village, C.E.

(*3rd Year.*)

Aylen, James, Aylmer, C.E.
Beatty, Daniel, Aylmer, "
Bucke, Maurice R., Sarnia, C.W.
Church, Charles H., Aylmer, C.E.
Devins, Richard J., Montreal, "
Digby, James W., Brantford, C.W.
Fulton, James Harvey, Winchester, "
Harkness, John, Matilda, "
Labelle, Jules H., St. Rose, C.E.
McDonald, William, Montreal, "
Morrison, William S., Waddington, U.S.
McLaren, Peter, Drummond, C.W.
Prentiss, George W., Aylmer, C.E.
Ross, Thomas M., Lancaster, C.W.
Stafford, William A., Montreal, C.E.
Strobridge, James G., Brantford. C W.
Theriault, François D., Beauharnois, C.E.
Trenholme, Edward H., Trenholmeville, "
Wight, Frederick L., St. Johns "

(*4th Year.*)

Austin, Frederick J., Montreal, C.E.
Browse, Jacob E., Prescott, C.W.
Chesley, George A., Cornwall, "
Drake, Joseph M., Montreal, C.E.
Godin. Joseph, Montreal, "
Gun James, Palermo, C.W.
Leclair, Napoleon, N. Lancaster, "
Lindsay, Herbert, Cornwall, "
Lyon, Arthur, Ottawa, "
Morris, William, Brockville, "
McGillivray, Donald, Lochiel "
McGregor, Duncan, Glengary, "
Philip, David L., Vankleek Hill, "
Sutherland, Frederick D., Montreal. C.E.
Ussher, Henry, Bowmanville, C.W.

FACULTY OF ARTS.

1. *Undergraduates.*

Babin, Jeremie, St. Johns.
Babin Hoseé, "
Baynes, Donald, Montreal.
Bothwell, John A., Dunham.
†Boyd, J., Huntingdon.
Burton, John, Brockville.
Clowe, John D., Richmond.
Cushing, Lemuel, Chatham.
Davidson, Charles P., Coteau Landing.
Davidson, Leonidas H., Cowansville.
†De Witt, C. S. Montreal.
Drummond, E., "
Duff, Archibald, Cowansville.
Fairbairn, Thomas, Montreal.
Fessenden, Elisha J., Frost Village.
†Ferguson, J. S., Montreal.
Fortin, Alfred, Christieville.
Fortin, Octave, "
†Gore, Frederick, Simcoe.
Grant, William, Brompton.
Greene, Lonsdale, Montreal.
†Greene, Joseph, Huntingdon.
†Hall, W., Montreal.
Hicks, Francis W., Montreal.
Lyman, Frederick, Montreal.
McCord, David, "
McDougall, A. M., Three Rivers
O'Connor, Daniel, Montreal.
Patton, Thomas, Prescott.
Pease, George A., Coteau Landing.
Plimsoll, Arthur H., Montreal.
Ramsay, Robert A., "
Rogers, E. Fitzgerald, "
Ross, George, "
Sherril, Alvan F., Eaton.
Short, Robert, Sherbrooke.
Trenholme, N. W., Trenholmville.
Wicksteed, R. J., Quebec.
†Wright, W. McK., Hull.

† B. A., 1861.

2. *In Special Course of Engineering.*

§Bell, R., L'Orignal.
§Doupe. J., Camden.
Gaviller, Maurice, Bond Head.
Gould, James H., Smith's Falls.
McGlashan, Alexr., York Mills.
Reid, John E., Bowmanville.
St. Denis, John A., Point Fortune.

§ G. C. E., 1861.

3. *Partial Students.*

Austen, Sydney.
Aylmer. Hon. Matthew,
Black, J.
Curran W. R.
Duncan, Alexr.
Esdaile, J.
Jones, R. A. A.
Lamouroux, J. R.
Leach, D. S.
McPherson, Murdoch.
Russell, Hugh.
Smith, W. S.
Stephens. S.
Supple, J.

PRIZES, HONOURS, AND STANDING, OBTAINED BY STUDENTS, SESSION 1860-61.

FACULTY OF LAW.

RANKING OF STUDENTS AS TO GENERAL PROFICIENCY.

3rd Year.

R. J. Plimsoll, B.A., 1st prize; David S. Leach, 2nd prize.

2nd Year.

James Kirby, B.A., first prize; John P. Kelly, 2nd prize.

1st Year.

Richard A. A. Jones, Edmund T. Day, equal, 1st prize; Ernest Sabourin, 2nd prize.

STANDING OF STUDENTS IN THE RESPECTIVE CLASSES.

Professor Laflamme's Class.

3rd Year.

R. J. Plimsoll, B.A., 1st; J. L. B. Desrochers, 2nd.

2nd Year.

J. P. Kelly, B.A., 1st; James Kirby, B.A., 2nd.

1st Year.

R. A. A. Jones, 1st; E. Sabourin, 2nd.

Professor Lafrenaye's Class.

3rd Year.

R. J. Plimsoll, B.A., D. S. Leach, equal; F. Mackenzie, 2nd.

2nd Year.

James Kirby, B.A., 1st; J. J. Curran, 2nd.

1st Year.

R. A. A. Jones, E. T. Day, equal; W. Grenier, 2nd.

Professor Torrance's Class.

3rd Year.

R. J. Plimsoll, B.A., 1st; D. S. Leach, 2nd.

2nd Year.

James Kirby, B.A., 1st; John P. Kelly, 2nd.

1st Year.

Charles Wurtele, 1st; Irvine Allen, 2nd.

Professor Abbott's Class.

3rd Year.

R. J. Plimsoll, B.A., 1st; D. S. Leach, 2nd.

2nd Year.

James Kirby, B.A., 1st; J. G. K. Houghton, 2nd.

1st Year.

Day and Sabourin, equal; Allen, 2nd.

FACULTY OF MEDICINE.

DRAKE, AUSTIN, PHILLIPS, } —Prizes for best Thesis.

WALTON.—Prize for best examination in primary branches.

DRAKE.—Prize for best examination in the Final branches, and Prize in Clinical Medicine for best examination.

DE BONALD.—Professor's Prize for Materia Medica.

MCGILLIVRAY.—Prize in Clinical Medicine for best report of Cases.

BATTERSBY.—Prize in Botany.

CÔTE.—Prize in Zoology.

For names of Students who have passed Primary and Final examinations See p. 28.

FACULTY OF ARTS.

HONOURS AND PRIZES.

Graduating Class.

GREEN.—Chapman Medallist, 1st Rank Honours in Classics, Prize in German.

WRIGHT.—Prize in Rhetoric, Prize in Geology, First Rank General Honours.

BOYD.—Second Rank Honours in Geology.

Students of the Third Year.

Ross.—1st Rank General Honours, 1st Rank Honours in Classics, Prizes in Moral Philosophy, Classics, Botany, German.

Ramsay.—1st Rank General Honours, 1st Rank Honours in Classics.

Drummond.—2nd Rank Honours in Classics. 2nd Rank Honours and Prize in Mathematics.

Students of the Second Year.

Trenholme, (St. Francis College.)—1st Rank General Honours, 1st Rank Honours and Prize in Mathematics, Prize in Logic, Prize in Classics, Prize in Botany, and Problem Prize in Mathematics.

Burton.—1st Rank General Honours, Prize Essay in Logic, Prize in Hebrew.

Fessenden, (Academy Frost Village.)—2nd Rank Honours in Logic.

Clowe, (St. Francis College.)—2nd Rank Honours in Logic. Prize Essay in English.

Babin, (Sabrevois.)—Prize in French.

Students of the First Year.

Duff, (Dunham Academy.)—1st Rank General Honours, 1st Rank Honours and Prize in Mathematics, Prize in Greek, Prize in Chemistry.

Sherrill, (St. Francis College.)—1st Rank General Honours, 2nd Prize in English Literature, Prize in History.

Pease, (Victoria College.)—1st Rank General Honours, Prize in Latin, Prize in French.

Bothwell, (Durham Academy.)—1st Prize in English Literature, Prize Poem and Prize Essay, 2nd Prize in Chemistry.

ENGINEERING.

Senior Class.

Bell.—Prize in Engineering.

Junior Class.

McGlashan, (U. Canada College).—1st Rank Honours, 2nd Prize in Mathematics, and Problem Prize.

Gould, (Smith's Falls Grammar School.)—2nd Rank Honours in Mathematics, Prize in Engineering.

STUDENTS IN THE FACULTY OF ARTS WHO HAVE PASSED THE DEGREE AND SESSIONAL EXAMINATIONS.—SESSION OF 1860—61.

LOGIC, MORAL PHILOSOPHY, RHETORIC AND ENGLISH LITERATURE.

Ordinary B. A. Examination—Class 1st: Green. Class 2nd: Wright, Boyd. Class 3rd: Ferguson.

Fourth Year (Rhetoric)—Class 1st: Wright (prize), Green. Class 2nd: Boyd. Class 3rd: Ferguson.

Third Year (Moral Philosophy)—Class 1st: Ross (prize), Drummond. Class 2nd: O. Fortin, Hosias Babin. Class 3rd: McCord, Ramsay.

Second Year (Logic)—Class 1st: Trenholme (prize) Burton, Babin, Fessenden. Class 2nd: Clowe, Cushing, Fairbairn, A. Fortin, Wicksteed. Class 3rd: Davidson, Lyman, Green, Rogers, O'Conner, Plimsoll. Honours, 2nd Rank, Fessenden, Clowe.

Second Year (English Literature). 1st Class: Trenholme, Babin, Burton, Cushing, Clowe, (prize essay), Fairbairn. 2nd Class: Burton, Davidson, Plimsoll, Fessenden, Lyman, O'Connor, Wicksteed, Green.

First Year (English Literature). 1st Class: Bothwell (prize) Sherrill (prize) Duff. 2nd Class: Pease, Hicks, Short, Gould, Gaviller, Smith, Grant, McGlashan, Baynes.

GREEK.

Ordinary B. A. Examination.—Class 1st: Joseph Green and Wright, equal. Class 2nd: Ferguson. Class 3rd: Gore, Boyd.

Third Year.—Class 1st: Ross (prize), Ramsay, Octave Fortin, Hosias Babin. Class 2nd: Drummond. Class 3rd: None.

Second Year.—Class 1st: Trenholme, (prize), Leonidas Davidson, Fairbairn, Cushing, Wicksteed, McCord, Clowe. Class 2nd: Plimsoll, Lyman, Burton. Class 3rd: Jeremie Babin, Lonsdale Green, Fessenden, Alfred Fortin, Rogers, Patton.

First Year.—Class 1st: Duff (prize), Sherrill and Pease, equal; Short, Hicks. Class 2nd: Bothwell, Smith. Class 3rd: Grant, Baynes.

LATIN.

Ordinary B. A. Examination.—Class 1st; Joseph Green, Wright. Class 2nd: None. Class 3rd: Ferguson, Gore, Boyd.

Third Year.—Class 1st: Ross; Ramsay and Hosias Babin, equal. Class 2nd; Octave Fortin, Drummond. Class 3rd: None.

Second Year.—Class 1st: Trenholme (prize), Fairbairn, Cushing, Burton, and Leonidas Davidson, equal; Wicksteed, Clowe, McCord and Plimsoll, equal. Class 2nd: Lonsdale Green, Rogers. Class 3rd: Lyman, O'Connor, Jeremie Babin, Patton.

First Year.—Class 1st: Pease (prize); Duff and Short equal; Sherrill. Class 2nd: Bothwell, Baynes, Smith. Class 3rd: Grant, Hicks.

Honours in Classics.—B. A. Honours. Joseph Green, First Rank Honours.

Third Year Honours.—First Rank.—Ross, Ramsay.
Second Rank.—Drummond.

HISTORY.

First and Second Years.—Class 1st: Sherrill (prize), Duff, Trenholme, Plimsoll, Wicksteed, Cushing, Lyman. Class 2nd: Short, Pease, Rogers, Fairbairn, Jeremie Babin, Leonidas Davidson, Lonsdale Green and Bothwell, equal. Class 3rd: Clowe, Smith, Hicks.

MATHEMATICS AND NATURAL PHILOSOPHY.

Ordinary B. A. Examination.—Class 1st: Wright; De Witt and Green, equal. Class 2nd: None. Class 3rd: Gore, Boyd, Ferguson.

Third Year.—Class 1st: Ramsay, Ross, Drummond. Class 2nd: Hosias Babin. Class 3rd: Octave Fortin.

Second Year.—Class 1st: Trenholme, Burton, Jeremie Babin, McCord, Plimsoll, Lonsdale Green, Leonidas Davidson. Class 2nd: Cushing, Rogers. Class 3rd: Wicksteed, Fairbairn, Lyman, Fessenden, Clowe, Alfred Fortin.

First Year.—Class 1st: Duff, Sherrill, Bothwell, Pease. Class 2nd: Hicks. Class 3rd: Baynes, Short.

ENGINEERING STUDENTS.

Second Year.—Class 1st: None. Class 2nd: None. Class 3d: Bell, Doupe.
First Year.—Class 1st: McGlashan, Gould. Class 2nd: None. Class 3rd: Gaviller.

Honour Examinations.

Third Year.—First Rank: None. Second Rank: Drummond (prize).
Second Year.—First Rank: Trenholme (prize), McGlashan (prize). Second Rank: Gould.
First Year,—First Rank: Duff (prize). Second Rank: None.
Problem Prize to McGlashan and Trenholme.

NATURAL SCIENCE.

Ordinary B. A. and Engineering Examinations—(Geology)—Class 1st: Wright (prize), Green, Boyd. Class 2nd: Ferguson. Class 3rd: Reid, Gore.

Third Year: (Botany)—Class 1st: Ross (prize), Ramsay. Class 2nd: Fortin, Babin, Drummond.

Second Year: (Botany)—Class 1st: Trenholme (prize), Burton, McCord, Rogers, Fairbairn, Babin, Cushing. Class 2nd: Wicksteed and Lyman, equal, Green, Davidson, Fessenden. Class 3rd: O'Connor, Plimsoll, Clowe, Fortin.

First year: (Elementary Chemistry) Class 1st: Duff (1st prize), Bothwell (2nd prize), Sherrill, McGlashan, Gould, Gaviller, Pease. Class 2nd: Hicks, Short. Class 3rd: Baynes, Smith, Grant.

B. A. Honours.—Second Rank: Boyd.

FRENCH.

Ordinary B. A. Examination: Wright and Gore.

Second Year—Class 1st: Jeremie Babin (prize), O'Connor. Class 2nd: Plimsoll, Cushing. Class 3rd: Rogers, Wicksteed.

First Year—Class 1st: Pease (prize), Duff. Class 2nd: Hicks. Class 3rd: Baynes, Bothwell, Sherill, Smith.

Engineering Students—Class 1st: None. Class 2nd: None. Class 3rd: McGlashan, Gould, Gaviller.

GERMAN LANGUAGE AND LITERATURE.

Fourth Year.—Class 1st: Green (prize). Class 2d: Ferguson. Class 3d: Boyd

Third Year.—Class 1st: Ross (prize). Class 2d: Drummond.

HEBREW.

Senior Division—Class 1st: Burton (prize). Class 2nd: Green.

Junior Division.—Class 1st: Grant. Class 2nd: Curran, Duncan.

ENGINEERING.

Second Year.—Class 1st: Bell, Doupe.

First Year.—Class 1st: Gould, Gaviller, McGlashan.

GOVERNOR GENERAL'S SCHOLARS.

By competition in the Matriculation examination, 1860: Davidson L., Pease, Duff.

GRADUATES OF THE UNIVERSITY.

DOCTORS OF DIVINITY.

Rev. John Bethune, (ad eundem) 1843
Rev. Daniel Falloon, (Hon.)....1844

DOCTORS OF LAW AND OF CIVIL LAW.

Rev. Francis Lundy,(D.C.L. hon.)1843
Hon. Wm. Badgley,(D.C.L.hon.) 1843
*Hon. J.R.Vallières de St. Real, (D.C.L. Hon.).....1844
Rev. Wm. T. Leach,(D.C.L. Hon.1849 (LL.D. Hon. 1857)
Rev. William A. Adamson, (D.C.L. Hon.).....1850
Rev. Benjamin Davies, Ph. D. (LL.D. Hon.).....1856
Sir William E. Logan, Knt.(LL.D. Hon.).....1856
Charles Smallwood, M.D. (LL.D. Hon.).....1856
Hon. Pierre J. O. Chauveau, (LL.D. Hon.).....1857
John William Dawson, M.A. (LL.D. Hon.).....1857
Edmund A.Meredith,B.C.L.(LL.D. Hon.).....1857
William Smith, (LL.D. Hon.).....1858
Rev. A. DeSola, (LL.D. Hon.)...1858
*Andrew F. Holmes, M.D. (LL.D. Hon.).....1858

DOCTORS OF MEDICINE.

1833.

William Logie,.....L.C.

1834.

Roderick Macdonald,.....U.C.
*E. P. McNaughton,.....L.C.
John Finlayson,.....Scotland.

1835.

Joseph Workman,.....L.C.
Frederick W. Hart,..... do
Pierre Dansereau,..... do

1836.

William Sutherland,..... L.C.
*Louis H. Gauvreau,.....L.C.
Robert T. Reynolds,.....U.C.
William Fraser,.....L.C.

1841.

Terence Sparham,.....U.C.
Samuel McMurray,.....L.C.
Charles D. DeCelles,..... do

1842.

*Thomas Reynolds,.....U.C.
*Thomas L. B. Meredith,.....L.C.
David D. Logan..... do
Louis Boyer,..... do
Charles Dansereau,..... do
*James Thomson,.....England.
*James R Dick,.....L.C.

1843.

Augustus Carson,.....England.
*Severe Dorion,.....L.C.
John L. Leprohon,.....L.C.
Jean G. Bibaud,..... do
Jean M. Paquin, ... do
*William Oscar Dunn..... do
Charles B. de Boucherville..... do
*Andrew F. Holmes,...(ad eun.) do
Geo. W. Campbell, M.A.(ad eun.) do
Archibald Hall,..... (ad eun.) do
Stephen C. Sewell,.... (ad eun.) do
*Michael McCulloch,..... (Hon.) do
Olivier T. Bruneau,..... (Hon.) do

1844.

Eugene Trudel,.....L.C.
Philias Proulx,..... do
Rufus Holden,.....U.C.
Alexander Long,.....L.C.
William E. Scott,..... do
William H. Wagner,.....U.C.
Robert Godfrey,.....L.C.

1845.

Pierre Fortin..... L.C.

1846.

William Kelly, Surgeon, Royal Artillery.
A. Thomas Jackson, Staff Surgeon in the Army.
*Andrew Aylmer Staunton, Surgeon, Royal Artillery.
Stephen Sewell Foster,.....L.C.
John Wilbrod Wilscam..... do
*Alfred Malhiot,..... do
James J. Dickinson,.....U.C.
*George Augustus Scriven,..... do
Henry Paradis,.....L.C.
George D. Gibb..... do
Peter H. Church,.....U.C.

1847.

George Edworth Fenwick,.....L.C.
John Duncan McDiarmid, Staff Surgeon in the Army.
Peter A McDougall,.....U.C.
William Mayrand,.....L.C.
*Peter Warren Dease,..... do
William H. Brouse,.....U.C.
Darby Bergin,..... do
*Christopher Widmer, Toronto, (Hon.).....U.C.
James Sampson, Kiugston, (Hon.) do
*Daniel Arnoldi,Montreal, (Hon) L.C.
James Douglas, Quebec, (Hon.) do
A. B. Larocque,..... do
Samuel B. Schmidt,..... do

* Deceased.

*John Fisher .....L,C,
William Irwin Breslin Asst. Surgeon, 46th Regt. of Line.
*Alexis Pinet,.....L.C.

1848.

T. W. Smythe,.....U.C.
Thomas Christie,.....L.C.
Josiah G. Whitcomb,..... do
John W. Hall,..... do
Josiah S. Brigham,..... do
William McGill,.....U.C.
*John Rolph Lee,..... do
Albert Baker,.....England
Joseph R. Culver,.....U.C.
R. Palmer Howard,.....L.C.
William Wright,..... do
Peter Henderson,..... do
Pierre F. Longpré,..... do
Edward S. L. Painchaud,..... do
André Seguin,..... do
Léonard Lepailleur,..... do
Wolfred Nelson, Montreal, (Hon.)L.C.

1849.

Jules M. Quesnel,.....L.C.
*John N. Buxton,..... do
Moïse Sabourin,..... do
Francis Challinor,.....England.
Thomas McGrath,.....L.C.
*Israel P. Marr,.....U.C.
George C. Wood,.....Ireland.
Eneas McDonnell,.....U.C.
William Odell, Surgeon, 19th Regiment of the Line.

1850.

Duncan C. McCallum,.....L C.
Amos S. Bristol,.....U.C.
George W. Sanderson, ... do
John A. Nelles,..... do
Jonathan M. Vannorman,..... do
*Enoch P. Dorland,..... do
Robert M. Wilson,..... do
André Loupret,..... do
Charles Lemoine..... do
Olivier Raymond,..... do
Josh. Morrin, Quebec, (Hon.).....L.C.

1851.

Remi Claude Weilbrenner,.....L.C.
William H. Hingston,..... do
*Peter O'Carr,.....U.C.
George McMicking,..... do
Robert Walker, ... do
Samuel T. Brooks,.....L.C.
John J. Blacklock,.....U.C.
Onesime Bruneau,.....L.C.
Charles E. Casgrain,..... do
George Leclerc,..... do
John W. Moont,.....U.C.

1852.

Robert Thompson,..... ....L.C.
Richard Weir,.....U.C.
Edward H. Bucke,.....U.C.
Joseph Moore,..... do
Joseph Garvey, ... do
John Easton,..... do
Victor Perrault,.....L.C.
Eric B. Sparham,.....U.C.
George Henry Boulter,..... do
Henry Thomas Ridley,..... do
Burnham G G. Demorest,..... do
Newton W. Powell,..... do
Allan Ruttan,..... do
Angus McDonnell,.....L.C.
*Amable Simard,..... do

1853.

Henry A. Tuzo,.....L.C.
Benjamin Workman,..... do
Adolphe Bruneau,..... do
*Stephen Ducket,.....L.C.
Colin Macdonald,.....U.C.
Richard Moore,.....Ireland.
John Rae, Hamilton, (Hon.)....U.C.
*Walter Henry, Belleville,(Hon.)C.W.

1854.

*James Crawford,.....(ad eun.)L.C.
Thomas W. Jones,.....(do) do
Augustus M. Corbett,.....U.C.
William H. Corbett,..... do
Robert Craik,..... L.C.
*Joseph P. Phelan,.....U.C.
James A. Grant,..... do
Thomas Simpson,.....L.C.
*David M. Rintoul,..... do
Cornelius H. O'Callaghan,.....Cuba.
Alfred J. Burns,.....U.C.
Thomas Y. Savage,..... do
Walter McKay,..... do
Herman L. Cook,..... do
Peter Rolph Shaver,..... do
Stephen A. Scott,..... do

1855.

Nelson Loverin,.....U.C.
Eliphalet G. Edwards,..... do
John L. Stevenson,..... do
Coller M. Church,.....L.C.
John B. Gibson,..... do
George Pringle,.....U.C.
*James Paterson,..... do
Charles Ault,..... do
James F. Ault,..... do
Elzear Gauvreau,.....L.C.

1856.

W. Justus Jones,.....U.C.
Joseph Alex. Hamel.....L.C.
Ed. Laberge,..... do
Jos. G. P. Dupuis,..... do
Alex. H. Kollmyer,..... do
Walter J. Henry..... do
*A. Kirkpatrick,.....U.C.
James C. Lee,..... do
James McGregor Stevenson,.... do

*James Barnston,.....(ad eun.)L.C.
John Reddie.....(ad eun.) do

1857.

Alex. D. Stevens,.....L.C.
Levi R. Church,..... do
A. C. E. Picault,..... do
Henry Shoebottom,..... do
Robert Howden,..... do
David T. Robertson,..... do
William Wilson,..... do
Etienne R. R. Riel,.....U.C.
John Allen,.....L.C.
R. Whiteford,..... do
R. N. Shaver,.....U.C.
John McMillan,..... do
Andrew A. Boylan,..... do
Gordon J. Emery,..... do

1858.

*James Kerr,.....U.C.
T. F. English,..... do
Jas. McGarry,.....L.C.
Wm. Harkin,.....L.C.
George Pattee,.....L.C.
L. T. Robitaille,..... do
Wm. H. Taylor,..... do
C. W. E. Glenn,..... do
James S. Duncan,..... do
Alex. Peter Reid,.....U.C.
W. C, Thurlow Cunynghame, L.C.

1859.

Patrick O'Leary,.....L.C.
John Rambaut, Surgeon, Canadian Rifles,.....
William A. Duckett,.....L.C.
Edward W. Smith,..... do
Philippe Giroux,..... do
E. Gilbert Provost,.....L.C.
Stephen Wright,..... do
Linus O. Thayer,..... do
Edwards T. Roberts,..... do
William M. H. King,.....L.C.
James Joseph O'Dea,.....U.C.
Andrew W. Hamilton,..... do
James McIntosh,..... do
James Stephenson,..... do
*Thomas Keeler,..... do
Samuel A. Carter,..... do
Irvine Bogart,..... do
Robert W. W. Carroll,..... do
William Ramsey,..... do
Walker H. Marr,.....U.C.
George W. Hurlburt,..... do
Samuel S. Macklem,..... do

1860

Henry Warren,.....C. W.
Alexander Ault,.....C. W.
Adolphe Robillard,.....C. W.
David Woods, L. R. C. S. I,Staff Surgeon,.....C. E.
Louis G. Turgeon,..... do
John Erskine,..... do
Gustave Chevalier,..... do
William P. O. Whitwell,..... do
Henri Adolphe Mignault,..... do
Alexander McLean,.....æP.E.I.
Arthur Courthope, Poussette,...C.W
Edwin Augustus Hulbert,.....C.E.
John Wallwork Pickup,..... do
William Edward Bowman,..... do
Robert Wilkins Burnham,.....C.W.
George Loyd McKelcan,..... do
Louis Robitaille,.....C.E.
Louis J. A. McMillan,..... do
Israel Wood Powell .....C.W.
Francis Wayland Campbell,.....C.E.
Henry Thomas Tait,..... do
Charles H. Donnelly,..... .....C.W.
Louis Duhamel,.....do

1861.

John Rolph Malcolm,.....C.W.
Herbert H. Read,.....N.S.
David L. Philip,.....C.W.
Arthur Lyon,..... do
Jacob E. Browse,..... do
Henry Ussher,..... do
Napoleon Leclair,..... do
Fred Dunbar Sutherland,.....C.E.
Peter McLaren,.....C.W.
James Gun,..... do
Rufus Frederick Hamilton,.....C.E.
Donald McGillivray,.....C.W.
Joseph M. Drake,.....C.E.
Vinceslas G. B. Chagnon,..... do
Heriot Lindsay,.....C.W.
George W. Powers, ...C.E.
George E. Gascoyne, Staff Asst. Surgeon,.....C.E.
Horace Nelson,.....C.E.
Duncan McGregor,.....C.W.
Charles Battersby,.....C.W.

MASTERS OF ARTS.

Alex. Morris, B.A., B.C.L.,.....1852
Rev. John Butler,.....(Hon.) do
Rev. Charles Bancroft, (ad eun.) 1855
Henry Aspinwall Howe, (Hon.) do
Thomas A Gibson,..... (do) 1856
George D. Gibb, M.D.... (do) do
Brown Chamberlain, B. C. L. (ad eun)..... 1857
David Rodger.....(Hon.) 1857
John H. Graham,.....(do) 1859
William M. Bowman,.....(do) do
Edwin, Gould, B.A.,.....1860
Robert A. Leach, B.A., B.C.L.... do
Rev. John Kennedy, B.A.,..... do
Dunbar Browne, B.A., B.C.L.,....1861
John Thorburn.....(Hon.) do

BACHELORS OF CIVIL LAW.

Christopher C. Abbott,.....1850
Alexander Morris,..... do
William B. Lambe,..... do
Brown Chamberlin,..... do
Romeo H. Stephens,..... do
Alexander Molson.....1851
Frank H. Badgley,.....1852
John J. C. Abbott,.....1854
Peter Aylen, B.A..... do
Edward J. Hemming,.....1855
John G. Barnston,.....1856
William F. Gairdiner,..... do
R. G. Laflamme,.....(Hon.) do
P. R. Lafrenaye,.. .....(do) do
H. L. Snowdon,..... do
Frederick W. Torrance, M. A. (Hon.)..... do
Dunbar Browne, B.A.....1858
Isai Jodoin,..... do
J. G. Daly,..... do
Pierre Doutre,..... do
Zephirin Gauthier,.....1859
Damase F. J. Ricard,..... do
Chas. Ambroise Pariseault,..... do
Edson, Kemp, B. A..... do
Robert A. Leach, B.A.,..... 1859
John L. Morris,..... do
Telesphore Larose,..... do
John Robert McLaren,..... do
Desiré Girouard,.....1860
Thomas Joseph Walsh,..... do
John Dunlop,..... do
James Ponsonby Sexton..... do
Henry Carden,..... do
Mederic Lanctot,..... do
John A. Perkins,..... do
Reginald J. Plimsoll, B.A.....1861
Jean L. B. Desrochers,..... do
Charles A. Rochon,..... do
Frederick MacKenzie,..... do
Louis Armstrong,..... do
Gonsalve Doutre,..... do
Adolphe P. Ouiment,..... do
Philippe Vandal,..... do
John Aylen, ... do
Netterville H. Driscoll,..... do
David S. Leach,..... do
Alexis L. Desaulniers,..... do
†Thomas D'Arcy McGee,..... do

BACHELORS OF ARTS.

Alexander Morris,.....1849
Peter Aylen,.....1850
Rev. Charles B. Pettit,..... do
Charles E. Bockus,.....1852
Charles W. Phillips,..... do
George T. Stethem,..... do
Thomas Browne,.....1853
Edwin Gould,.....1856
John R. McLaren,..... do
Dunbar Browne,..... do
*Philip G. Kershaw,.....1857
Alexander Barnston,..... do
George D. Redpath,..... do
Robert W. Ferrier,..... do
Robert A. Leach, ... do
Harry McLaren,.....1858
Reginald J. Plimsoll,..... do
John A. Perkins,.....1858
James Kirby,.....1859
James L. Mason,..... do
Corydon J. Mattice,..... do
William Morris,..... do
Edson, Kemp,..... do
William E. Bullock,.....1860
John Redpath Dougall,..... do
Duncan Dougall,..... do
Thomas Walker,..... do
Joseph Greene,.....1861
William McKay Wright,..... do
John Boyd,..... do
John S. Ferguson,..... do
Frederick Gore,..... do
Caleb S. De Witt,..... do
† William Hall..... do

GRADUATES IN CIVIL ENGINEERING.

Oliver Gooding,.....1858
Christopher McLennan,.....1859
Alexander Barnston, B.A..... do
Robert Crawford,..... do
Thomas Walker,.....1860
George H. Frost,..... do
Charles H. Kirby,..... do
Joseph Savage,..... do
Arthur Ross,..... do
Robert Bell,.....1861
Joseph Doupe,..... do

† Degree granted but not yet conferred.

HIGH SCHOOL DEPARTMENT

OF

M^{c}GILL COLLEGE,

1861-62.

Rector.— Prof. H. ASPINWALL HOWE, M. A.

Classical and Senior English Masters. — T. A. GIBSON, M. A.; J. MARTLAND, B. A.

Mathematical Master.—D. RODGER, M. A.

Junior English and Writing Masters. — J. KEMP.; J. M. REID.

French Master.—Prof. P. J. DAREY, M. A.

German Master.—Prof. C. F. A. MARKGRAF.

Elocution Master.— J. ANDREW.

Drawing Master.— J. DUNCAN.

Music Master.— J. FOLLENUS.

Book-Keeping.— A. GRANT.

Drilling and Fencing—C. R. DEARNLEY.

This School offers the higher kind of instruction and the mental training which together constitute the foundation of what is called a *Liberal Education.* As a Department of the University, it offers a thorough preparation for the College course.

The complete Course of study, of which a Programme is subjoined, extends over a period of six or seven years, but Pupils are admitted for any portion of that time.

The Session, which is divided into four equal Terms, commences on the 1st September, and with the exception of a week at Christmas and three days at Easter, continues to the 1st July.

The full School hours are from Nine to half-past Twelve, a.m., and from Two to Four, p.m. every day in the week except Saturday, but the time for the younger boys is shorter by an hour or more each day.

The school is divided into seven Forms. The Junior of these is a Lower School in which young boys receive the preparatory training necessary to fit them for the commencement of the regular Curriculum.

For admission into this Form, it is required that the Pupil shall have attained the age of seven years, and be able to read moderately well. If more advanced, however, he will be examined and classed according to his proficiency. Regular early training, is of so great

importance, that the entrance of a pupil should not be delayed beyond the age of nine. The best time for entrance is at the very commencement of the Session, when, owing to the promotions that occur, the classes are remodelled for the year.

The First, Second, and Third Forms, next above the Preparatory, constitute the Middle School. The pupils of these Forms are not allowed any option in their studies but must take all the course of instruction prescribed for them. The Fourth, Fifth and Sixth Forms compose the Upper School. The Pupils of these are divided into two "Sides." The "Classical Side" is adapted for those boys, who for any reason desire a more extended and accurate knowledge of the Ancient Languages. The "Commercial Side" is intended for those who are to enter upon mercantile pursuits where high classical attainments may be dispensed with. When a Pupil has reached the Fourth Form, his Parent or Guardian may select either of these sides for him, but the choice having been made, the Pupil must pursue all the course of instruction appointed for the side to which he belongs.

Latin and Greek are made the basis of the Language Division of the course, because they are the best means of training boys into a sound knowledge of general Grammar, and facilitating the acquisition of the modern languages; they are taught also with reference to the learned professions, for which a knowledge of them is required. The time, however, devoted to the Ancient Languages is not excessive, being limited to two hours daily, and leaving ample time for the modern branches of Education.

A sound knowledge and correct writing of *English* is regarded as of paramount importance, and the study of Latin and Greek is to a great extent made subservient to it.

In connection with this branch regular lessons in Elocution are given throughout the school by a well qualified Teacher of the Art.

The *French* and *German* languages form a part of the ordinary course. Much attention is given to the former, because it is one of the colloquial languages of the country.

Mathematics have an hour daily assigned to them as soon as the faculties of the Pupil are sufficiently developed to cope with the difficulties of the subject. The study of them serves to strengthen and discipline the reason; a knowledge of them is indispensable in the Engineering Profession and in the Mechanical Arts; and the pursuit of them affords a very high and pure pleasure to the active and inquiring mind.

In teaching *History* and *Geography*, the aim will be to impart correct general views of these subjects with a particular knowledge of those countries which most nearly concern us. By judicious illustrations something more is made of them than a dry catalogue of facts and names. The senior Pupils can, by the payment of a tri-

fling fee, attend the University lectures on *Physical Geography* and *Geology*.

The elements of *Natural Philosophy* form part of the course of the senior Form. This subject has been selected from the Natural Sciences, because it is properly the first in order, if not the most important of them. The senior Pupils can however, attend the University Lectures on *Zoology* and *Botany*.

The other subjects of a school course,—*Arithmetic*, *Writing*, *Book-keeping*—so indispensable in a commercial community, have their full share of time and attention, and are not neglected for the study of Latin and Greek.

In the *Religious Instruction* which is part of the course, there is nothing of a sectarian character; the truths of the Christian religion and the principles of morality which flow out of it, are made the subject of regular teaching, and are impressed upon the Pupils whenever occasion requires or opportunity offers.

Linear Drawing and *Vocal Music*, formerly voluntary subjects, are now included in the regular course without additional charge.

Drilling and *Fencing*, are well taught on moderate terms by an ex-Sergeant of the Life Guards.

The manner in which the Pupil's time is divided among these different branches of education is exhibited in a Time-table, of which printed copies are furnished both to the Pupil and his Parent, together with a list of the Text-books used in the school.

A weekly Report is sent to the Parent or Guardian of any Pupil who has been absent, negligent of any study, or incorrect in his conduct. A monthly Report is made of the progress, attendance and conduct of every Pupil, and a Quarterly Report of the same, shewing further his rank in his Form for each study.

At the end of each Term, Class Examinations are held, both Written and Oral, and at the close of the Session a Public Examination takes place, followed by a Distribution of Prizes and Award of Honours to the deserving, the lists being published.

The Pupils are required to prepare themselves every evening in their work for the ensuing day, as exhibited in the Time-table. As their progress will depend very much upon the diligent performance of this duty, which ought to occupy them from one to two hours, Parents are particularly requested to allow no arrangements to interfere with it. The class-rooms are always open to visitors; and Parents having sons at the School are earnestly invited to frequent intercourse with the Masters, so as to aid them in securing that regularity and industry without which Education is but the stone of Sisyphus. The classes are visited periodically by a Committee of the Governors.

The School Building is in a healthy and airy situation, and has con-

venient interior arrangements with those modern improvements which secure proper warmth and ventilation-

The Rector, who resides a short distance from the city, has made arrangements to receive a limited number of Pupils of the High School to board with him, and he will devote his time to their improvement.

COURSE OF STUDY FOR THE SESSION 1861-62.

PREPARATORY FORM.

English.—Reading and Questioning. Spelling. Formation and Derivation of Words. Grammar and Parsing.

Scripture.—The Gospel of St. Matthew.

Geography.—Outlines of the World.

Arithmetic.—The four Simple Rules, with the Multiplication Table.

Elocution.—Principles explained, with Readings and Recitations.

Writing.

FIRST FORM.

Latin.—The Accidence of the Grammar, with Introductory Exercises in Translation.

English.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing.

Scripture.—The Gospel of St. Luke.

Geography.—Europe in detail, especially the British Isles.

History.—Outlines of the History of England.

Arithmetic.—Compound Rules and Reduction, with Tables of Weights and Measures.

Elocution.—Principles explained, with Readings and Recitations.

Writing.

SECOND FORM.

Latin.—The Grammar as before. Add the Irregulars, &c., and Chief Rules of Syntax. Eutropius and Phædrus. Oral and Written Exercises.

English.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing. Simple Exercises in the Analysis of Sentences.

Scripture.—The Book of Genesis and the Gospel of St. John.

Geography.—Revision of Europe. Add America in detail, especially British America.

History.—Continuation of England. Add Canada.

Arithmetic.—Revision of previous work. Add Practice and Vulgar Fractions of the Simpler kind.

Elocution.—Readings and Recitations.

Writing.

THIRD FORM.

Latin.—The Grammar as before. Add the Appendix and all the Syntax. Cornelius Nepos and Ovid. Oral and Written Exercises.

English.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing. Exercises in the Analysis of Sentences.

French.—The Grammar with Oral and Written Exercises. Reading and Translation.

Scripture.—The Book of Exodus and the Gospel of St. Mark.

Geography.—Revision of previous work. Add Asia in detail.

History.—Outlines of the History of Great Britain and Ireland. Do. of Rome.

Arithmetic.—Revision. Continuation of Vulgar Fractions. Add Decimal Fractions. Mental Arithmetic.

Elocution.—Readings and Recitations.

Writing.

FOURTH FORM.

Latin.—Revision of the Grammar as before. Add Prosody. Cæsar. Sallust. Virgil. Prose Composition.

Greek.—The Accidence of the Grammar, with Introductory Translations, and Oral and Written Exercises.

English.—Reading. Critical Examination and Analysis. Etymology. Dictation.

French.—The Grammar with Oral and Written Exercises. Dictation. Reading and Translation.

Scripture.—Selections from the Historical Books of the Old Testament. The Acts of the Apostles.

Geography.—Revision. Add Africa in detail and Scripture Geography.

History.—Revision of previous Work. Add History of Greece.

Arithmetic.—Revision. Continuation of Decimal Fractions. Add Proportion. Mental Arithmetic.

Geometry.—First Book of Euclid's Plane Geometry.

Elocution.—Readings and Recitations.

Writing.

Drawing.

FIFTH FORM.

Latin.—Revision of the Grammar. Rules for Quantity applied. Cicero. Virgil. Horace. Prose Composition. Classical Antiquities.

Greek.—Grammar and Exercises continued. Xenophon. Homer.

English.—Reading, &c. as before. Add Composition.

French.—Grammar. Oral and Written Exercises. Dictation. Reading and Translation.

German.—Grammar. Oral Exercises. Reading and Translation.

Scripture.—Scripture History and Geography. The Epistles of St. Paul.

Geography.—Revision. Ancient and Modern. Add Physical Geography and Map drawing.

History.—Outlines of Universal History with Revision of previous work.

Arithmetic.—Revision. Add Interest, per centages, &c. Mental Arithmetic.

Algebra.—As far as Quadratic Equations.

Geometry.—Six Books of Euclid's Plane Geometry.

Elocution.—Readings and Recitations.

Writing.

Drawing.

SIXTH FORM.

Latin.—Occasional Revision of the Grammar. Livy. Tacitus. Juvenal. Prose Composition. Versification. Classical Antiquities.

Greek.—Frequent Revision of the Grammar. Herodotus. Euripides. Prose Composition.

English.—Reading, &c. Composition. Essays. History of the Language.

French.—As before. Add Composition.

German.—As before with Written Exercises.

Scripture.—On the method of studying the Scriptures. Evidences of Christianity.

Geography.—Ancient and Modern. Political and Physical as before. Map drawing. Use of the Globes.

History.—Universal History. Exercises in the form of short Essays.

Arithmetic.—The higher parts with Revision of previous work. Mental Arithmetic. Add Logarithms.

Algebra.—From Simple Equations.

Geometry, &c.—Revision of Plane Geometry. Add Elements of Solid and Spherical Geometry and Plane Trigonometry. Also the Elements of Mensuration.

Nat. Philosophy.—The Elements of the Subject.

Elocution.—Readings and Recitations.

Writing.

Drawing.

JUNIOR COMMERCIAL CLASS.

Latin.—Revision of the Grammar, with Easy Exercises. Short lessons of Translation from Cæsar—three times a week.

English.—A Special Course of Grammar and Composition in addition to the work with their Form.

Arithmetic.—Extra Practice in addition to the work of their Form.

Writing.—Extra Practice of Various kinds.

Book-keeping.—Theory and Practice by Single and Double Entry.

Commercial Law.—Principles explained.

Other subjects of the Course.—With their proper Form.

SENIOR COMMERCIAL CLASS.

Latin.—Revision of the Grammar, with Exercises. Short lessons of Translation from Cicero—three times a week.

English.—A Special Course of Grammar and Composition in addition to the work with their Form.

Arithmetic.—Extra Practice in addition to the work of their Form.

Writing.—Extra Practice of various kinds.

Book-keeping.—Theory and Practice by Single and Double Entry.

Commercial Law.—Principles explained.

Other Subjects of the Course.—With their proper Form.

M'GILL NORMAL SCHOOL,

Affiliated to the University, under the control of the Superintendent of Schools and the Corporation of the University.

Principal and Associate Professor of Natural History and Agriculture —J. W. Dawson, LL. D., F.G.S.

Ordinary Professors—William Henry Hicks, Esq.

Sampson Paul Robins, Esq.

Associate Professor of French. Pierre J. Darey M.A.

Regular instruction in Drawing is given by Mr. James Duncan, in Music by Mr. R. S. Fowler, and in Elocution by Mr. John Andrew.

The institution is intended to give a thorough training to teachers, especially for the Protestant population of Lower Canada. This end is attained by instruction and training in the Normal School itself, and by practice in the Model Schools; and the arrangements are of such a character as to afford the greatest possible facilities to Students from all parts of the Province.

Candidates for admission at the commencement of the Session, will be examined in reading, writing, the elements of grammar, arithmetic, and geography, and will be required to produce certificates of good moral character from the clergymen or ministers of religion under whose charge they have last been, and also testimony that they have attained the age of sixteen years. They will also be required to sign a pledge that they purpose to teach for three years in some public school of Lower Canada.

On complying with these conditions, pupil-teachers will be entitled to free tuition, with the use of text books, and to an allowance not exceeding £9 per annum in aid of their board, should they be successful in obtaining the diploma at the final examination. Under the regulations subjoined, those who reside at a distance of more than ninety miles from the city of Montreal, will also be entitled to a small allowance for travelling expenses, proportionate to the distance.

The course of study in the Normal School will include all the branches of a good English and French education, with special reference to their principles and practical applications, and to the best methods of teaching them. Instruction will also be given in the art of teaching and the management of schools, in history, the elements of geometry and algebra, natural philosophy, chemistry, natural history, agriculture, drawing and music.

In addition to religious instruction of a general Protestant character, by the professors, arrangements will be made for special religious

instruction, by ministers representing the several denominations with which the pupil-teachers may be connected.

No boarding-house is attached to the institution, but every care will be taken to ensure the comfort and good conduct of the pupil-teachers in private boarding-houses to be selected by the Principal. Board can be obtained at from $9 to $12 per month.

The building of the Normal School in Belmont Street, is large and commodious, and is provided with every modern appliance in the art of teaching.

At the close of the first year of study, pupil-teachers may apply for examination for diplomas, giving the right to teach in Elementary Schools; and after two years' study, or if found qualified at the close of the first year, they will on examination be entitled to diplomas as teachers of Model Schools. All the preceding regulations and privileges apply to female as well as to male pupil-teachers.

It is also contemplated, that such of the male pupil-teachers as may be distinguished by previous education, ability and industry, shall have the further privilege of entering on the University course as free students, with the view of qualifiying themselves for teaching in colleges, academies and other institutions for superior education.

The Session commences on the 1st of September and extends to the 1st July; and with the view of accommodating those who may be unable to enter at the commencement of the session, or whose previous education may enable them to enter at a more advanced period, the course of study is divided into terms as follows:

1. JUNIOR CLASS STUDYING FOR THE ELEMENTARY DIPLOMA.

FIRST TERM, from September 1st to December 20th.

(Entrance Examination as stated above.)

English—Grammar and Composition so far as to parse Syntactically, and write correctly a few short descriptive sentences—Text-Books, Bullion's Grammar and Parker's Progressive Lessons; Reading and Spelling, Etymology, Penmanship.

Geography—So far as to have a good acquaintance with the Map of the World.

History—Outline of Sacred and Ancient History.—History of Canada. Text-Book, White and Roy.

Arithmetic—Simple and compound rules, Vulgar and Decimal Fractions, Practice and Proportion, with explanation and demonstration of rules. Text-Book, Sangster's Arithmetic.

Algebra—The elementary rules as in the Algebra of Chambers' Educational course.

Geometry—First book of Euclid.

French—Elements of Grammar, easy reading and translation. Text-Book, Ollendorff.

Natural History—Elements of Animal Physiology.

Drawing—Elements and simple outlines.

Music—Elements of Vocal Music.

SECOND TERM—January 1st to April 1st.

(*Pupils entering at the commencement of this term will be expected to pass a satisfactory examination in the Subjects of the previous Term.*

English—Grammar and Composition, so far as to be able to analyse simple and complex sentences, and to write correctly a short essay on a familiar subject.

Geography—So far as a good acquaintance with the physical features and political divisions of the great continents.

History of England and France. Ancient History.

Arithmetic—Commission, Brokerage, Insurance, Purchase of Stocks, Interest, Exchange. Book-keeping.

Algebra—Simple Equations of one and two unknown quantities.

Geometry—Second and Third Books of Euclid.

French—Grammar continued, including Syntax, Reading, Translation, Oral and Written Exercises.

Natural History—Systematic Zoology. Text-book, Patterson's Zoology for Schools.

Drawing—Landscape, &c., in pencil.

Music—Vocal Music continued.

THIRD TERM—April 1st to July 1st.

(*Pupils entering at the commencement of this Term, will be expected to pass a satisfactory examination in the subjects of the two previous Terms.*)

English—Advanced Lessons in Grammar and Composition.

Geography and History—Advanced Lessons, with use of Globes, and recapitulation of previous parts of the course.

Art of Teaching—Including Hygiene and Elements of Mental Science.

Arithmetic—Conclusion of Commercial Arithmetic, and General Recapitulation.

Algebra—Quadratic Equations and Recapitulation.

Natural Philosophy—Matter, Motion, and Mechanical Powers.

French—Advanced Grammar, Composition, Reading, and Conversation.

Natural History, Drawing and Music—Continued as in previous term.

Religious Instruction will be given throughout the Session.

II. SENIOR CLASS STUDYING FOR THE MODEL DIPLOMA.

(*Pupils entering this Class will be expected to pass a satisfactory examination in the subjects of the Junior Class. The Class will pursue its studies throughout the Session, without any definite division into Terms.*)

English—Principles of Grammar and Composition, Style. History of the English language. Lectures on English Literature. Elocution.

Geography—Mathematical, with Nautical Problems, Detailed Course of Political and Physical Geography.

History—Mediæval and Modern, with especial reference to the History of Literature, Science, and Art, and to Colonization and Commerce.

Education—Advanced Course of Lectures on Educational Subjects.

Mathematics—Logarithmic, Algebraic, and Geometric Arithmetic, Recapitulation of Commercial Arithmetic. Quadratic Equations continued. Ratios and Progressions. Theorem of Undetermined Co-efficients. Binomial and Exponential Theorems. Theory of Equations. 5th and 6th Books of Euclid. Elements of Solid Geometry and Trigonometry

Natural Philosophy—Hydrostatics, Pneumatics, Heat, Optics, and Electricity.

French—Advanced Course of French Literature, with Composition and Conversations in French.

Natural History—Botany, and Vegetable Physiology.

Agricultural Chemistry—Principles and applications to Canadian Agriculture.

Drawing—Figures from the Flat and from Models—Elements of Perspective.

Music—Instrumental Music, and continuation of Vocal Music.

Religious Instruction—Throughout the Session.

Classics.—A course of study in Classics, with the view of obtaining the Academy diploma, will be provided for those pupils who may be found fitted to enter upon it.

EXTRACTS FROM THE REGULATIONS.

Special Regulations for the admission of Pupil-teachers.

Article First.—Any person desirous of being admitted as a pupil-teacher, must apply to the Principal of the Normal School, who, on his producing an extract from the Register of Baptisms, or other evidence, showing that he is fully sixteen years of age, with the certificate of character and conduct required by the 16th article of the general Rules and Regulations, approved by His Excellency, the Governor General in Council, on the 22nd December, 1856, shall examine the candidate.

If upon this examination, it is found that the candidate can read and write sufficiently well, knows the rudiments of grammar in his mother tongue,—arithmetic as far as the rule of three inclusively, and has some knowledge of Geography, the Principal shall grant him a certificate.

Article Second.—The candidate having thus obtained the certificate of the Principal, shall then, (in the presence of two witnesses who, with the Principal, shall countersign the same,) sign an application in writing for admission, containing the declaration required by the 23rd general regulation. This shall be forwarded to the Superintendent of schools, together with all the certificates and other documents required, and if the whole be found correct the Superintendent shall cause the name of the candidate to be inscribed in the register, and due notice thereof shall be given to the Principal.

Article Third.—The pupil-teachers shall state the place of their residence and those who cannot reside with their parents, will be permitted to live in boarding-houses, but in such only as shall be specially approved of. No boarding-house having permission to board male pupil-teachers, will be permitted to receive female pupil-teachers as boarders, and *vice versa*.

Article Fourth.—Every pupil-teacher on passing the examinations, will be allowed a sum not exceeding £9, to assist in paying his board.

Article Fifth.—Every pupil residing at a distance of more than ninety miles from the city of Montreal, shall be entitled to receive an allowance for travelling expenses, proportionate to the distance, but not to exceed two pounds ten shillings *per annum*.

Article Sixth.—The total amount of allowances paid to pupil-teachers under the foregoing articles, shall not exceed £333 6s. 8d. currency, yearly—that being the sum granted for this object; and when the whole of this amount is appropiated, such pupil-teachers as may apply for admission shall not be entitled to any portion thereof, until vacancies shall occur.

Special Regulations for Government and Discipline.

Article First.—Pupil-teachers guilty of drunkenness, of frequenting taverns, or entering disorderly houses or gambling houses, of keeping company with

disorderly persons, or of committing any act of immorality or insubordination, shall be expelled.

Article Second.—There shall be no intercourse between the male and female pupil-teachers while in the school, or when going to, or returning from it. Teachers of one sex are strictly prohibited from visiting those of the other.

Article Third.—They are on no account to be absent from their lodgings after half-past nine o'clock in the evening.

Article Fourth.—They will be allowed to attend such lectures and public meetings only as may be considered by the Principal conducive to their moral and mental improvement.

Article Fifth.—Proprietors of boarding-houses authorised by the Principal, shall report to him any infraction of the rules, with which they may become acquainted.

Article Sixth.—The Professors shall have the power of excluding from the lectures for a time, any student who may be inattentive to his studies or guilty of any minor infraction of the regulations.

Article Seventh.—Pupil-teachers shall be required to state, with what religious denomination they are connected, and lists of the students connected with each denomination shall be furnished to one of the ministers of such denomination resident in Montreal, with a request that he will meet weekly with that portion of the pupil-teachers, or otherwise provide for their religious instruction.

Every Thursday afternoon, after four o'clock, will be assigned for this purpose.

Article Eighth.—In addition to punctual attendance at the weekly religious instruction, each student will be required to attend public worship at his own church, at least every Sunday.

Any additional information that may be desired may be obtained on application to the Principal, or to either of the Professors.

MODEL SCHOOL OF M'GILL NORMAL SCHOOL.

Teacher of Boys' School—Mr. James McGregor.
" Girls' School—Miss Mary McCracken.

These schools can accommodate about 300 pupils, are supplied with the best furniture and apparatus, and conducted on the most modern methods of teaching. They receive pupils from the age of six and upwards, and give a thorough English education. Fee, Senior Class, 1s. 3d. per week; Intermediate, 1s.; Junior, 9d.; payable weekly.

Time Table of McGill Normal School, 1861-62.

SENIOR DIVISION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 10 11	Model School.	History. Geography. Grammar.	Agricul. Chemistry.	Education. English Literature. Composition.	Model School	Elocution. Drawing. Singing.
1 2 3 4	Natural Philosophy. Arithmetic. Algebra. French.	Model School.	Arithmetic. Geometry. Botany. French.	Model School. Religious Instruction.	Algebra. Geometry. French. General Exercise.	

JUNIOR DIVISION.

9 10 11	History. Geography. Composition.	Model School.	Etymology. History. Grammar.	Model School.	Geography. Grammar. Writing.	Drawing. Elocution. Singing.
1 2 3 4	Model School. Art of Teaching.	Arithmetic. Algebra. Geometry. French.	Model School. Zoology.	Arithmetic. Algebra. Geometry. Religious Instruction.	Model School. French.	

McGill College, Montreal.

EXAMINATIONS, JANUARY, 1861.

Classed list of Students who have passed the Examinations.

The Names are arranged in order of merit, except where stated to be otherwise.

GREEK.

FIRST YEAR.—*Class I.*—Short, Pease; Sherrill and Duff, equal.
Class II.—Bothwell, Baynes.
Class III.—Grant.

SECOND YEAR.—*Class I.*—Trenholme, Davidson (Leonidas), Davidson (Chas.), Wicksteed, Burton; Clowe and Fairbairn, equal; Cushing, Greene (Lonsdale).
Class II.—Lyman, McCord, O'Connor, Plimsoll, Rogers.
Class III.—Babin (J.), Fortin (A.)

THIRD YEAR.—*Class I.*—Fortin (O.) and Ross, equal; Ramsay.
Class II.—Drummond, Babin (Hosias).

LATIN.

FIRST YEAR.—*Class I.*—Pease, Short, Sherrill, Duff.
Class II.—Bothwell, Baynes, Smith.

SECOND YEAR.—*Class I.*—Trenholme, Davidson (Chas.), Burton, McCord, Clowe, Fairbairn, Davidson (Leonidas), Wicksteed.
Class II.—Cushing, Rogers, Lyman; Greene, O'Connor, and Babin (Jer.), equal.
Class III.—Fortin (Alfred).

THIRD YEAR.—*Class I.*—Ross, Ramsay, Babin (Hosias), Fortin (Octave), Drummond.

MATHEMATICS AND NATURAL PHILOSOPHY.

FOURTH YEAR.—*Class I.*—None.
Class II.—Wright, Greene (J.), Gore, Boyd.
Class III.—Ferguson.

THIRD YEAR.—*Class I.*—Ramsay, Ross (G.), Drummond, Babin (H.), Fortin (O.)

SECOND YEAR.—*Class I.*—Trenholme (N.), McGlashan, Gaviller, Gould, Greene (L.), Burton.
Class II.—Plimsoll (A.), Davidson (C.), McCord, Babin (J.), Fairbairn, Fessenden.
Class III.—(Arranged alphabetically), Clowe, Cushing, Davidson (L.), Fortin (A.), Lyman, Rogers.

FIRST YEAR.—*Class I.*—Pease and Duff, equal; Bothwell, Sherrill.
Class II.—None.
Class III.—(Arranged alphabetically), Baynes, Grant, Short.

RHETORIC.

FOURTH YEAR.—*Class I.*—Greene (Joseph).
Class II.—De Witt, Boyd.

MORAL SCIENCE.

THIRD YEAR.—*Class I.*—Ross (George), McCord, Ramsay.
Class II.—Cowan, Drummond.

LOGIC.

SECOND YEAR.—*Class I.*—Trenholme (N.), Cushing, Rogers, Davidson (Leonidas), Davidson (Charles), Lyman, Clowe.
Class II.—O'Connor, Babin (Jeremie), Fairbairn, Fessenden, Wicksteed, Greene (Lonsdale).

ENGLISH.

FIRST YEAR.—*Class I.*—Bothwell, Sherrill, Duff, McGlashan.
Class II.—Gaviller, Pease, Gould.

CHEMISTRY.

FIRST YEAR.—*Class I.*—Bothwell, Sherrill, and McGlashan, equal; Gaviller; Gould and Duff, equal.
Class II.—Davidson, Pease, Short.
Class III.—Fairbairn, Grant.

BOTANY.

SECOND YEAR.—*Class I.*—Trenholme and Burton, equal; Greene; McCord, and Lyman, equal; O'Connor, Wicksteed.
Class II.—Cushing, Davidson (C.), Plimsoll, Clowe, Fessenden, Davidson (L.), Fairbairn, Rogers, Babin, Fortin.
THIRD YEAR.—*Class I.*—Ross, Ramsay, Babin, Drummond.
Class II.—Fortin.

GEOLOGY.

FOURTH YEAR.—*Class I.*—Greene, Wright, De Witt.
Class II.—Boyd, Ferguson.
Class III.—Gore, Reid.

FRENCH.

SECOND YEAR.—*Class I.*—McCord and Cushing, equal; O'Connor.
Class II.—Babin (J.), Rogers, Plimsoll, Lyman, Davidson (C.), Wright, Wicksteed.
FIRST YEAR.—*Class I.*—Pease, Duff, Smith.
Class II.—None.
Class III.—Hicks, Sherrill, Bothwell.

EXAMINATION PAPERS,

OF

THE UNIVERSITY OF

McGILL COLLEGE,

MONTREAL.

SESSION OF 1861-62.

Montreal:
PRINTED BY JOHN LOVELL, AT THE CANADA DIRECTORY OFFICE.
1861.

FACULTY OF ARTS.

UNIVERSITY

OF

M^{c}GILL COLLEGE,

MONTREAL.

EXAMINATIONS, JANUARY, 1861.

LATIN.—CICERO.—ORATS. IV. IN CATILINAM.

FIRST YEAR.

Examiner,.....Rev. Professor Cornish.

1. Translate Orat. I., Cap. 5.

2. Write a sketch of the life and times of Cicero, and give your estimate of his character as a statesman.

3. "Ante diem duodecimum kalendas Novembris." Explain the construction, and state which noun the preposition "ante" governs in this phrase. What part of speech and what case is Novembris? Name the divisions of the Roman month, and the days on which they respectively commenced. To what day of what month, according to *our* mode of reckoning, does the above mentioned day correspond?

4. Translate Orat. II., Cap. 1.

5. "*In campo, in foro, in curia.*" Explain these expressions. State the difference in meaning between *abiit, evasit, excessit*, and *erupit: inimicus* and *hostis: feram, patiar*, and *sinam: litera, literæ, mandata*, and *epistola: exitium, exitus* and *interitus: murus, paries*, and *mœnia: delictum, facinus*, and *flagitium*.

6. Translate Orat. III., Cap. 4.

7. Parse and give the etymology, together with the cognate words in Greek and English, of such as have them, of;—satellitem, infitiari, recognosce, inusta, meditere, peperit, irretisses, adulta, incolumes, prostratus, perculsum, sodalem, profuderunt, propagarit, ruperit.

8. Translate Orat. IV., Cap. 9.

9. Translate and explain the following expressions which occur in these orations: *a.* 'Consul videret * * * caperet,' I. 2. *b.* 'Sententiam rogo,' I. 4. *c.* 'Proximis Idibus senties', I. 6. *d.* 'In custodiam dedisti,' I. 8. *e.* 'Tabulæ novæ verum auctionariæ', II. 8. *f.* 'Bene barbatos,' 'manicatis et talaribus tunicis;' 'velis amictos, non togis,' II. 10. *g.* 'Ad omnia pulvinaria supplicatio decreta est,' III. 10. *h.* 'ne de capite * * * sententiam ferat,' IV. 5.

10. Write short historical notes on the personages and events alluded to in Orat. IV. 10.

11. Narrate the circumstances under which these four orations were respectively delivered, and the events that occurred during the intervals between their delivery.

12. Give the geographical position of the following places:—Carthago, Etruria, Massilia, Picenus Ager, Præneste, Numantia, Pons Mulvius.

13. Give an account, with names and directions, of the principal roads that led from Rome to various parts of Italy.

14. *a.* Decline the following nouns:—Æneas, anima, deus, vis, securis, opus, nix, lacus. *b.* Write down the comparatives and superlatives of the following adjectives:—brevis, multus, dives, externus, intus, superus, inferus, pulcher, utilis, similis. *c.* Write down the perfects and supines of the following verbs:—juvo, plico, do, pendeo, mordeo, fleo, figo, quæro, strepo, haurio, saucio, sepio, fingo.

15. With what class of verbs is the Accusative with the Infinitive used? What is the fundamental rule for the use of the tenses of the Subjunctive in dependent clauses? Distinguish between "*vereor ne*," and "*vereor ut*." Write down the interrogative particles and give their strict meaning. How are *may, might; can, could; ought*, &c. to be translated into Latin?

16. Give examples, in Latin, of each question and statement in question 15.

UNIVERSITY

OF

McGILL COLLEGE,

MONTREAL.

EXAMINATIONS, JANUARY, 1861.

GREEK.—XENOPHON.—ANABASIS, Lib. I.

First Year.

Examiner.....Rev. Professor Cornish.

1. Translate Chap. II., § 5–9.

2. Give a sketch of the life of Xenophon. To what master and system of Philosophy did he attach himself? How did he distinguish himself in the Greek army after the death of Cyrus?

3. Name the date of the Anabasis; trace the route of Cyrus from Sardis to Cunaxa; and name the principal towns and rivers on the line of march. What were the "Ἰωνικαὶ πόλεις" mentioned in § 6?

4. Translate Chap. V., § 7–9.

5. What are the measures of distance, capacity, and value, in English, of παρασάγγης, στάδιον, πλέθρον, καπίθη, μέδιμνος, μνᾶ, ὀβολός, δαρεικός, σίγλος, τάλαντον?

6. Explain the distinction between the ὁπλῖται, πελτασταί, and ψιλοί, with a general account of their armour.

7. Translate Chap. VII., § 13–17.

8. Analyse, and show the derivation of the following words, giving any identical forms you may know in Latin, English, or German:—
ἐκπεπτωκότας, καταπετρωθῆναι, καθηδυπάθησα, ἠλίβατοι, ἐκπλαγέις, ἐξεκύμαινε, σπέισαιτο, ἀμαξιτός, διώρυχες, ἐυώνυμος, ἀνδράποδον, ἡνίοχος.

9. Explain the formation, and parse the following verbs :—ἀπέδειξε, ἀφεστήκεσαν, παρήλασε, ἐπήεσαν, ἥσθη, ἐπήνεσαν, φθάσωσι, ἥσθετο, συνέσπων, ἐλήφθησαν, ἀπεγνωκέναι, ἐξήχθη, δεδίως, κατέκανε.

10. Translate Chap. VIII., § 16–18, and IX., § 13–15.

11. Give the meaning of the following military phrases :—θέσθαι τὰ ὅπλα. προβαλέσθαι τὰ ὅπλα. ταχθῆναι ἐπὶ τεττάρων. τεταγμένοι κατ' ἴλας καὶ κατὰ τάξεις. ἀναπτύσσειν τὸ κέρας. σύνθημα.

12. What verbs in Greek take the dependent verb in the Participle instead of the Infinitive mood?

13. What is the Infinitive mood with the Article often used for? In what respects does the Aorist differ from the Imperfect in meaning? What is the Future Participle used to express?

14. Explain the grammatical construction of Chap. I., § 9, 'τοῦτο δ' αὖ * * * τὸ στράτευμα.' VII., § 12, ''Αβροκομας γὰρ * * * ἐλάυνων.' VIII., § 27, 'καὶ ἐνταῦθα μαχόμενοι * * * λέγει.' IX., § 21, καὶ γὰρ αὐτὸ * * * ἐπιθυμοῦντα;' and § 24, 'καὶ τὸ μὲν * * * * ἀγαστὰ εἶναι.'

15. Write out the principal Tenses of the Verbs ἵημι, εἰμί, and ἔιμι.

16. Decline the following Nouns: τεῖχος, ναῦς, βασιλεύς, ὄνομα, μυριάς, κόλαξ, πατήρ, κέρας.

17. Give the 1st Singular and Plural of each Tense of the Indicative, Subjunctive, and Optative Moods, Active, of the Verb λέγω.

18. Translate into Greek: I am come to do this. Some are coming from the city, others from the country. There were in all seven hundred cavalry and a thousand heavy armed infantry. The king's soldiers are not only brave, but also obedient.

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EXAMINATIONS, JANUARY, 1861.

LATIN.—HORACE,—EPISTOLÆ ET ARS POETICA.

SECOND YEAR.

Examiner.....Rev. Professor Cornish.

1. Translate Lib. I., Ep. 2., vs. 17–31.

2. State briefly the various legends alluded to in the above extract. Explain the construction of v. 31.

3. Translate Lib. I. Ep. 4. Who was the person to whom this epistle is addressed? State the various readings and interpretations that are given of vs. 9 and 10.

4. Translate Lib. I. Ep. 6, vs. 1–14.

5. Translate Lib. I. Ep. 18, vs. 1–20. Explain *imi lecti* by showing the manner in which a Roman banquet was arranged.

6. Translate Lib. II. Ep. 1, vs. 50–62.

7. Write short biographical and critical notes on the writers mentioned in the above extract.

8. Translate Ars Poet. *a*. vs. 86–98. *b*. vs. 295–311. *c*. vs. 258–260. Give the various readings, modes of punctuation and interpretations of extract *c*.

9. *a*. How were a Latin and Greek play respectively divided? Name the Greek terms used for the divisions of the latter. *b*. Explain the following words used in connection with the ancient drama:—*socci*, *cothuri*, *persona*, *palla*; *prætextatæ*, *togatæ*; *crepidatæ*, *palliatæ*. *c*. What is the construction of v. 279, Ars Poet.?

10. Write a summary of the Ars Poetica, and point out its excellencies as a piece of literary criticism. Is the account therein given of the origin and progress of the ancient drama in all respects correct?

11. Write explanatory notes on the following expressions which occur in the Epistles of Horace :—I. 1, vs. 4–6, *Veianius * * * arena.* v. 54, *Haec Janus * * prædocet.* I. 7, v. 48, *Foro * * Carinas.* v. 71. *Post nonam.* I. 10, vs. 25–26. *Qui Sidonio * * * fucum.* I. 15, vs. 36–37. *Scilicet * * * urendos.* I. 19, v. 8, *puteal Libonis.* I. 20 v. 2. *Scilicet * * * mundus.* II. 2, v. 197, *festis Quinquatribus.* A. P., v. 343. *Omne tulit punctum.*

12. *a.* "*tribus Anticyris.*" How do you explain this passage? How many places of the name of *Anticyra*, according to Livy and Strabo, were there, and where were they respectively situated? *b.* Define the geographical position of the following places mentioned in the Epistles of Horace :—Baiæ, Brundisium, Colophon, Cumæ, Gabii, Gades, Lebedus, Philippi, Teanum. *c.* Give the etymology of the following words :—cheragra, sodes, nebulones, latrones, hirtum, suppellex, strictis, ambages, momenta, metalla, putre, catellam, periscelidem, ampullas, sesquipedalia, interpres, famulus, austera, auceps.

13. What is the rule for the use of the Ablative Absolute in Latin? State the difference in usage between the Gerund and Gerundive. What is the construction in the Passive of, (1) verbs that govern the Dative; and, (2) two Accusatives in the Active? Illustrate by examples.

14. Write a sketch of the life of Horace; name the most celebrated of his contemporaries.

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EXAMINATIONS, JANUARY, 1861.

GREEK.—HERODOTUS.—Lib. I.

Second Year.

Examiner.....Rev. Professor Cornish.

1. Translate Chaps. XXI. and XXII.

2. *a*. Give an account of the different Lydian dynasties, mentioning the names and dates of those kings that composed the last. *b*. How many times, and by whom on each occasion, was Sardis taken?

3. Give a sketch of the life of Herodotus. State the principal grounds on which his fame as an historian rests. In what state was History, as a science, when he began to write? Who were the principal Greek writers of history previous to his time? Explain ἀπόδειξις and λόγιοι.

4. Translate Chap. XXXV. down to *τίνα τε ἀνδρῶν * * ἐφόνευσας.*" Explain the term *ἐπίστιος*, and describe the ceremonies alluded to by "*τὰ νομιζόμενα ἐποίησε.*"

5. "*Ἐρυθρη θαλάσση.*" What does this mean in Herodotus? Give the modern name of the Halys:—describe its course, and show whether the description given in Chap. LXXII. be correct or not. Give the geographical position of Sardis. What plain is probably referred to by "*τὸ πεδίον τὸ πρὸ τοῦ ἄστεος τοῦ Σαρδιηνοῦ*"?

6. Translate Chap. LX. What is the probable date of the events recorded in this chapter? Give the derivation and exact meaning of the word *τύραννος*, as used by the ancients. Give the names of other celebrated *τύραννοι* of ancient times, and the places where they ruled?

7. Translate and explain the grammatical construction of the following passages:—Chap. III. *δευτέρῃ δε * * * ἐκείνους διδόναι.* XLVII. *ἢ χαλκὸς * * * χαλκὸν δ' ἐπιέσται.* Give the other reading of this and point out its inferiority to that here given. LIX. *ὕυκων * * * Π. τοῦτον.* Why are the oblique forms here used instead of the direct? LX. *ἐι καὶ τότε * * * μηχανῶνται τοιάδε.* LXXIX. *ὥς ὁι παρα δόξαν * * * κατεδόκεε.* Correct this. XCV. *ἐπιστάμενος * * * φῆναι.* XCVII. *σ'υ γὰρ σ'ι * * * δικάζειν.*

8. Translate Chap. CXIV. In what passage does Horace, probably, allude to this chap.?

9. Mention some of the leading characteristics of the Ionic dialect. Turn the following words into Attic:—*ἀπόδειξις, ναυτιλίῃσι, θεφρίη, ὅτεῳ, ἐσαπικνέεσθαι, ἑωυτοῦ, σεῦ, ἀποκληΐω, πλεῦνας, θεήσεαι, θωῦμα.* And also Chap. CXVII. down to *ἀνθέντης.*

10. Convert the following Attic forms into Ionic:—*ἀφικνεῖται, θαυμαστόν, δυνήσει, μόνας, ὄνομα, ἐντεῦθεν, ὅπως, πρᾶγμα.*

11. What is the force of the expressions "*καὶ δὴ καί*," and "*καὶ δή*," in Herodotus?

12. Analyse the following words, showing their composition and derivation:—*ἀξιαπηγητότατα, διέφθαρτο, ἐνεπίμπρη, ἄφθη, ἐκπλαγέντας, κρητῆρα, προσεπικτωμένου, καταγνώσθέντες, βαρυσυμφορώτατος, ἔυτυκτα, δαιτυμόνες, νεήλυδα, ἀυθέντης, ἀνάγκας, βασανίσῃ, ἀνάρσία, θέσμια.*

13. State the difference between *τρία τάλαντα* and *τρίτον ἡμιτάλαντον.* Give the meanings of *λευκοῦ* and *ἀπέφθου χρυσοῦ. περιῤῥαντήρια. τῇσι λόγχῃσι.*—Chaps. LI., LII.

14. Give the names of the leading Greek cities on the western coast of Asia Minor, and also of the islands of the Ægean.

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EXAMINATIONS, JANUARY, 1861.

LATIN.—JUVENAL.—SATIRÆ, I., III., VIII., ET X.

THIRD YEAR.

Examiner,..... REV. PROFESSOR CORNISH.

1. Translate Sat. I., vs. 147—171.

2. "Unde illa priorum scribendi * * * simplicitas;"—Give an account of the writers here alluded to as "priorum." "Tæda lucebis * * * diducit arena;"—Describe the mode of punishment here referred to. Under what Roman Emperors did Juvenal live? Give the character of the times, as described by him in his Satires, and adduce the testimony of other Roman writers of this period in corroboration of his representations.

3. Translate Sat. III., vs. 58—80.

4. Give the geographical situations of Sicyon, Amydon, Andros, Samos, Tralles, Alabanda, and Prochyta. Define and give the derivation of the terms used in vs. 76, 77, and also of *sportula*, *cophinus*, *tophum*, *trechedipna*, *niceteria*, *conchylia*, *endromidem*.

5. Translate Sat. VIII., vs. 39–50. What were the *stemmata* mentioned in v. I.? Why Cecropides? trunco Hermæ. Explain.

6. Translate Sat. VIII., vs. 100–114. Write a short account of the artists mentioned in this extract and state the departments of art in which they respectively were eminent. By what other writers is this rapacity of the Roman Governors, here alluded to, corroborated?

7. Translate Sat. X., *a*. vs. 90–102; *b*. vs. 273–288.

8. "Principis * * * grege Chaldæo." What Emperor and event are here alluded to? Give the situation and modern name of Capreæ.

For 'angusta' others read 'augusta;' translate according to both readings, and show which you deem preferable. 'Castra domestica;' Explain. 'Potesta;' in what sense in this word here used, in what form, and with what meaning, is it used in Italy at the present time?

9. Give a short account of the persons alluded to in extract *b*.

10. Give an account of the Gladiatorial Games. Explain the terms Pinnirapus, Lanista, Retiarius, Secutor; pollicem vertere and pollicem premere.

11. "Transi Gymnasia * * * abollæ." Translate and explain this passage, Sat. III., 115. What is the meaning of "gymnasia" and "abolla"?

12. "Exeat, inquit * * * legi non sufficit," III, 153–155. Mention the law to which Juvenal alludes in this passage. What was the income required to gain admittance into the Equestrian order? Give the reference to the passages in the Epistles of Horace in which this same law is alluded to.

13. What was the value of the Sestertius and Sestertium? Explain the Roman method of reckoning by Sesterces. Translate into English: —*Centum sestertii, sestertia centum*, I. 92. *Quadraginta parant*, I. 106. *Septem sestertia. Sestertium sexagies. Sestertium vicies.*

14. State the general rules for the arrangement of words in a Latin sentence. Illustrate by examples.

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GREEK.—DEMOSTHENES.—DE CORONA.

THIRD YEAR.

Examiner.....REV. PROFESSOR CORNISH.

1. Translate Page 220, Ed. Tauchnitz: Μέλλων δὲ τοῦ . . . . γραφῆς γνῶναι.

2. Give a sketch of the life of Demosthenes, and mention the circumstances attending the delivery of this oration and the date of its delivery.

3. Give a brief account of the leading events in the reign of Philip, together with the dates of his accession and death; of the battle of Chæroneia; of Leuctra; of the capture of Olynthus; of the siege of Byzantium.

4. Translate Page 225: Ἐπειδὴ τόινυν . . . . τοὑτων ἕνεκα.

5. State briefly the reasons that have been adduced—*a*, against the genuineness of the decrees and other documents given in this Oration; and—*b*, those in favour of their genuineness.

6. Define, and state the difference in meaning between λόγου τυχεῖν and λόγον διδόναι. θεῖναι νόμους and θέσθαι νόμους. γράφειν παράνομα and γράφεσθαι παρανόμων. ἐυθύνας ἀπαιτεῖν and ἐυθυνας ὑπέχειν. ε'υθυνας ὀφλεῖν and ε'υθύνας ἀποφέυγειν.

7. State the technical meaning of the following terms, as used at Athens: *εἰσαγγελλία*: *ἄγων*: *κρίσεις*: *τιμωρίαι*: *γραφή*: *ἐπιτιμία*: *βουλεύων*: *τὰ θεώρικα*: *λογιστοί*: *ἔνθυνοι*: *τίμημα*.

8. P. 234: *Γραφη. Διονυσίοις τοῖς μέγαλοίς.* Give an account of the various festivals of Dionysius, and explain the above. "*Πυκνὶ ἐν τῇ ἐκκλησίᾳ.*"—Explain. "*τίμημα τάλαντα πεντήκοντα.*"—What is this sum in dollars? State the value of the *ὀβολός*: *δραχμή*: *μνᾶ*: *τάλαντον*.

9. Translate Page 232: *εἶτ' ὄιμαι . . . προπηλακίζει.*

10. Parse and give the corresponding words in Latin and English, where they occur, of—*δείξας, ἐτραγῴδει, διεξῆει, διαῤῥάγῃς, ἐπεπράκειν, καταπτύστον, παρηνώχλησθε, ἀπολωλεκέναι, ἐμπέπτωκα, πεπρακέναι.*

11. Translate Page 250: *Βούλομαι τοίνυν . . . ἔπραττον ἐκεῖνοι.*

12. Give an account of the Trierarchy as it had existed before the time of Demosthenes, and of the changes and reforms he effected in it.

13. Translate Page 263: *τί οὖν ταῦτα . . . ὑπελάμβανον αὐτῷ.* What was the nature of the Amphictyonic Council? How did it exercise its influence in the struggles between Philip and the States of Greece?

14. What is the difference in meaning between the Imper. Present, and Aor. Subj. in Prohibitions? What Mood do the compounds of *ἄν* take? What Tenses and Moods are used to express—*α*. Possibility without uncertainty: *β*. Uncertainty with prospect of decision: *γ*. Impossibility in hypothetical sentences?

15. State the General Rules for the use of Accents in Greek. Write down the Atonics and Enclitics. Decline the nouns *ἄνθρωπος. πολίτης.* accentuating them in all cases. Also the Pres. Ind. Sing. Dual and Plural of *βούλομαι* with accents.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

TUESDAY, APRIL 16TH.—9 A.M. TO 1 P.M.

LATIN. VIRGIL.—{ÆNEID VI. / BUCOLICS.

FIRST YEAR.

Ordinary Examination.

Examiner,.....REV. GEORGE CORNISH, B.A.

1. Translate Æneid VI. vs. 190—211.

2. Give a sketch of the life of Virgil, and mention the most famous of his contemporaries in literature and politics. Point out in what respects he is inferior to Homer as an Epic Poet. What Greek poet has he mainly imitated in his Bucolics?

3. Translate Æneid VI. *a*. vs. 580—594, *b*. 837—854.

4. Give a short account of the myths alluded to in extract *a*.

5. Write short notes on the personages and events alluded to in extract *b*. Give the dates of the three Punic Wars.

6. Where were the Syrtes; Gnosia tellus; Simois; Xanthus; Alba Longa; Gabii; Mycænæ; and Argos?

7. Give the derivation and composition of the following words: bidentes, intactus, adytum, satus, operta, incestat, fissile, frigus, fetus, vorago, nemus, soporus, inclytus, fulmen, passim, tempora, oblivia, instar, and triumphus, introducing any English words that are akin to them or derived from them.

8. Translate and explain the grammatical construction of: Æneid, VI. vs. 20—22, 'tum pendere pœnas * * * natorum;' 60, 'prætenta syrtibus arva;' 62, 'Hac Trojana * * * * secuta.' 83, 'O tandem * * * periculis.' 164–5, 'quo non præstantior * * * * cantu.' 215–17, 'cui frondibus * * * armis. 229–30, 'Idem ter * * * olivæ.' 451–55, 'quam Troius heros * * * amore est.' 760–61, 'Ille * * * loca.'

9. Translate Bucolics, Eclogue III. vs. 60–84.

10. State the difference in meaning between: *a.* lēvis and lĕvis; māla and măla; satīs and satĭs; fūgēre and fŭgĕre: *b.* the sing. and plu. of the following nouns: ædes, copia, fortuna, gratia, litera, castrum, rostrum: *c.* Give the gender of the following nouns: lampas, poesis, poema, bos, imber, anguis, lapis, carmen, iter, panis.

11. Translate *a.* Eclogue VIII. vs. 42–56, *b.* X. 9–20.

12. What legends are alluded to in extract *a*?

13. Translate the following words: coruli, ilex, salix, salictum, castanea, vaccinia, serpyllum, cicuta, prunam, myrica, labrusca, lolium, ferula, cytisus. Scan, 8 vs. 13–22 Ec. VI.

14. *a.* State the exact difference in meaning between the pronouns *hic*, *ille*, *iste*, and *is*. *b.* Give the meanings of talis, tantus, tot, together with their correlatives. *c.* What is the difference between promitto and polliceor; fructus and fruges; homo and vir; amittere and perdere; indies and quotidie; anima, animus, and mens; cur and quare; invenio and reperio.

15. Give the construction of opus, refert, licet, piget, and expedit.

16. How must such expressions as: He promised to come; I hope to see him; He undertook to finish the business; I fear he will do this; and, I fear he will not do this,—be translated into Latin?

17. Translate into Latin: The soldiers were not allowed to remain in the city.

Both the King and his brother Cyrus fought in that battle.

He said much that men might think him wiser than he was, a matter in which all were deceived.

The General was within a little of being killed, when one of the soldiers undertook to render him assistance, and accomplished the undertaking to the satisfaction of all.

He was falsely charged with impiety and condemned to death, but afterwards acquitted by the Emperor.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

WEDNESDAY, APRIL 17th.—9 A.M. TO 1 P.M.

GREEK.—HOMER.—ILIAD, BKS. I & II.

FIRST YEAR.

Examiner,.....REV. GEORGE CORNISH, B.A.

1. Translate, Bk I. vs. 43—58.

2. *a*.—At what period of the Trojan War does the Iliad commence? *b*.—Narrate the legend of the origin of the feud between the Greeks and Trojans. *c*.—What is the generally received date of the destruction of Troy?

3. *a*.—Give an account of the controversy that has been raised in modern times respecting the origin and authorship of the Homeric poems. What opinion is *now* most widely entertained on this subject? *b*.—Were these poems at first committed to writing? *c*.—By whom are they said to have been introduced into Greece? Who first collected and published them?

4. Translate, Bk. I. vs. 245—253, and 568—583.

5. Write down some of the principal words that take the Digamma in the poems of Homer. How is that character represented in Latin and English? Give instances.

6. *a*. State the leading features of the social and political life of the Heroic Age, as far as these can be gathered from Bks. I. and II. of the Iliad. *b*. What were the ῥαψῳδοί? Give the etymology of the word.

7. Translate, Bk. II. vs. 142—154, and 265—277.

8. To what class of poetry do the Homeric poems belong? Name the metre used in them, and write down the scheme of the same. Define the terms *hiatus*, *crasis*, *arsis*, *thesis*, *synæresis*, *diæresis*. Scan the following verses, and point out and explain any peculiarities of metre in them:—Bk. I. vs. 74, 79, 89, 92, 119, 151, 170.

9. Translate, Bk. II. vs. 337—356.

10. *a*. What are the leading peculiarities of the language used by Homer? *b*. Explain the force of *-θεν* and *-δε* when used as affixes. Give the meaning also of the following words: *μὲν-δέ*; *ῥα*; *δή*; *νύ*; *κέν*; *ἦ*; *ναί*; *μά*; *πέρ*.

11. Give the 1st sing. present indicative active of the following verbs:—*ἔπεσπε*, *ἤτουν*, *ὤλλυσαν*, *ῥήξας*, *παραγγείλας*, *'πρόες*, *ηὔδα*, *φράσαι*, *ἤλασαν*, *ὦσε*, *τέτληκας*, *λέλοιπεν*, *ὤνησας*, *τετύκοντο*.

12. Turn into Attic the following Homeric forms of verbs: *χολώσεμεν*, *δόμεναι*, *ἔμμεναι*, *ξυνέηκε*, *τίσειαν*, *ἤγερθεν*, *κελέαι*, *σύνθεο*, *ἤλυθον*, *κεκάμω*, *ἐσσί*, *παύσειεν*, *φάανθεν*, *ἦ*, *δυνησέαι*, *κεχορίατο*, *ἀποαίρεο*.

13. Translate, Bk. II. vs. 459—468. For *'Ασίῳ*, some editors read *'Ασίω*; how is this latter reading to be construed and explained? What is the main point of the simile in this extract?

14. Explain the grammatical formation, derivation, and meaning of the following words:—*ζαθέην*, *ἐχεπευκές*, *ὁρᾶτο*, *χέρηϊ*, *δερκομένοιο*, *ἐκηβόλος*, *ἑλικώπιδα*, *ἀπριάτην*, *ἐΐκτην*, *ἐπιειμένε*, *παλάμῃς*, *ἠγαθέῃ*.

15. *a*. State and illustrate the rule for the formation of the Comparative and Superlative of adjectives ending in *-os*, when the termination is preceded by a long or by a short syllable. Give the comparatives and superlatives of *αἰσχρός*; *μέλας*; *ἡδύς*; *πένης*. *b*. Give the meanings of the Optative with *ἄν*. *c*. What are the compounds of *ἄν*? What mood do they take?

16. Translate into Greek:—Speak, that we may hear. Praise those who treat their parents well. The king has come to fight. If you had been wise and good, you would not have done this. Those things happened during the life-time of his father, and, therefore were not in the power of the judge. The half of the Peloponnesus was ravaged by the enemy.

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SESSIONAL EXAMINATION, APRIL, 1861.

TUESDAY, APRIL 16TH.—9 A.M. TO 1 P.M.

LATIN. TACITUS.—GERMANIA & AGRICOLA.

SECOND YEAR.

Ordinary Examination.

Examiner,.....REV. GEORGE CORNISH, B.A.

1. Translate Germania, Chap. VII.

2. Give the ancient and modern names of the principal rivers of Germany. Give the geographical situations and modern names of Mons Abnoba; Alpes Rhæticae; Hercynia Silva; Mare Germanicum; Mare Suevicum; Forum Julii.

3. Give the boundaries and main divisions of Germany in the time of Tacitus. What is the opinion of Latham respecting the origin of the word Germania? What other etymology has been given? Give the probable derivation of the names Rhenus and Rhodanus. In Herodotus III. 115 we read: "*οὔτε γὰρ ἔγωγε ἐκδέκομαι Ἠριδανόν τινα καλέεσθαι πρὸς βαρβάρων ποταμὸν, ἐκδιδόντα ἐς θάλασσαν τὴν πρὸς βορῆν ἄνεμον, ἀπ' ὅτευ τὸ ἤλεκτρον φοιτᾶν λόγος ἐστί.*" What river is supposed to be the same as that mentioned in the above extract, and where is it?

4. Translate Germania, Chaps. XXVI. and XLIV.

5. State the difference in meaning between the following words: gens, natio; cassis, galea; infinita, libera; potestas, potentia; turma, cuneus; lucus, nemus; auspicia, sortes; dignitas, dignatio; defendere, tueri; connexi, cohærentes; quæstum, mercedem; fenus, usura; instituta, ritus.

6. Translate and explain the syntax of the following passages: Chap. 1. 'Rhenus, * * * Oceano miscetur.' 3. 'Aram quin etiam * * adhuc exstare.' 6. 'In universum æstimanti * * roboris.' 13. 'Sed arma sumere * * probaverit.' 14. 'Cum ventum in aciem, * * * non adæquare.' 16. Nullas Germanorum populis, * * * notum est.' 21. 'Luitur enim etiam homicidium * * * universa domus.' What is the force of *recipit satisfactionem?* 32. 'Proximi Chattis * * * esse sufficiat.'

7. Translate Agricola, Chap. VI. What were the magistratus here referred to? 'Filium ante sublatum'—explain the custom here alluded to. What is the Greek expression for 'tollere liberos?'

8. Give the probable dates of the composition of the Germania and Agricola, and point out any passages in them which seem to fix their respective dates.

9. Write a short critique on the style of Tacitus, and point out what you conceive to be his peculiar excellencies and defects as a writer. Mention also, with instances, some of his peculiarities in the use of rhetorical and poetic expressions; of the abstract for the concrete; of enallage, of ellipsis; of the Historic Infinitive.

10. Translate Agricola, Chaps. XXIV. and XLIV.

11. "Nave prima transgressus." What different explanations have been given of this expression?

12. 'Triumphalia ornamenta'—what were these? At what time did the triumph cease to be granted to subjects?

13. Chap. 10. 'Nam hactenus jussum; et hiems adpetebat.'
16. 'et seditio sine sanguine stetit.'
28. 'et uno remigante.'
31. 'non in pœnitentiam laturi.'
19. 'et tributorum exactionem.' Give the various readings for these, and defend and explain these readings of the text.

14. "Natus erat Agricola * * * Collega Priscoque consulibus." Give the dates according to our mode of reckoning, and point out the discrepancy between them and the number of years assigned to Agricola. How may it be removed? Express in Latin, April 14th, 1861.

15. When is the Indicative and when the Subjunctive Mood to be employed in subordinate propositions after *quod, quoniam, quando?* Decline the following Greek nouns in Latin: Athos, Orpheus, Sappho, Penelope, Amyntas, Achilles. Give the comparatives and superlatives of Adjectives from *extra, infra, supra, post, prope, intra.* Write down the supines and future participles of *juvo, seco, sono, morior.*

16. Translate into Latin : That victory cost the Romans many men, but it was thought little of by them.

We ought to consult the interests of our country and friends.

The king when he had gained the victory returned home, and left his troops to hold the country.

He sent forward men to watch the movements of the enemy and bring him back word.

He set out for Rome on the 17th of March, three days before the death of his father, and will return home not before the 12th of May.

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MONTREAL.

SESSIONAL EXAMINATIONS, APRIL, 1861.

WEDNESDAY, APRIL 17th.—9 A.M. TO 1 P.M.

GREEK.—EURIPIDES,—HECUBA.

SECOND YEAR.

Examiner,.....REV. GEORGE CORNISH, B.A.

1. Translate, Hecuba, vs. 239–250.

2. *a*. Write a sketch of the life of Euripides. *b*. Point out his chief defects, as a tragic poet, in comparison with Æschylus and Sophocles. Mention also what you conceive to be the excellencies of his poetry. *c*. By what Greek poet was Euripides ridiculed, and for what reasons? Give the name and an account of the play in which he is principally attacked.

3. *a*. Write down the metrical scale of the Iambic Trimeter Acatalectic. Under what conditions can the Anapæst occupy any other place than the first? Who, according to Horace, was the inventor of Iambics? *b*. Give the scale also of the Anapæstic Dimeter Acatalectic. *c*. Scan vs. 4, 10, 13, 59–64, 240–245.

4. Translate, Hecuba, vs. 444–483.

5. *a*. Explain the terms *strophe*, *antistrophe*, and *epode*. *b*. Write down the Doric forms in the above extract and turn them into Attic. *c*. Δωρίδος αἴας ἢ Φθιάδος:—What countries? *d*. Explain the construction of vs. 455–461, 'ἢ νάσων * * * δίας.'

6. Translate, Hecuba, vs. 688–725.

7. Point out any passages in this play that indicate where the scene is laid.

8. Explain the structure and derivation of the following words used in this play :—Κευθμῶνα, χερσονησίαν, ἀκταῖς, σάλῳ, σχεδίας, δοριθηρατος, λαιμότομον, πανδύρτοις, δηκτήρια, γέννυν, νήνεμον, ἀκραιφνές, πρευμενής, πόρπας.

9. *a*. Parse and give the meaning of the following verbs :—ἐξητησάμην, ἐλιάσθην, ἀραμένη, ἄγησαι, ἐξεπταξάς, προσθίγω, καθεῖλες, μάρψαι, ἄρειαν, ἤνθει, κατέκτας, ἐμπέπτωκε. *b*. Explain the grammatical construction of : —370–71 ; 435–37, 'προσειπεῖν γαρ * * * * πυρᾶς, Ἀχιλλέως ;' 505–6 ; 672–3, 'ἧς ἀπηγγέλθη * * * ἔχειν ;' 892 ; 1215 ; 1251–53, 'πολλαὶ δὲ * * * * χερός.'

10. Translate, Hecuba, *a*. vs. 1132–1167 ; *b*. 1240–1251.

11. *a*. To what ancient critic is the invention of the Greek system of accentuation and punctuation ascribed ? *b*. State the general rules of accentuation. *c*. What is the rule with regard to the accent of prepositions standing after the word they govern ? Point out instances of this in the Hecuba. *d*. Accentuate πόλις through all its cases. Contract and accentuate the verb ποιέω through all the numbers and persons of the present and imperfect indicative active.

12. *a*. Give an account of the origin of the Greek alphabet. What letters were added to it after its introduction into Greece ? *b*. Give the characters and sounds of the obsolete Digamma, Koppa, and Sampi. *c*. Write down the Latin transcriptions of the Greek diphthongs. *d*. Name the consonants in which Greek words properly end. What words form exceptions to to this rule ?

13. *a*. Explain the difference in meaning between the *present* and *aorist Imperative*. *b*. Give the various meanings of the middle voice. *c*. What tenses have the middle meaning ?

14. State the rules for the use of the negative particles οὐ and μή. How are verbals formed in Greek, and how are they construed ? What class of verbs govern two accusatives ?

15. Translate into Greek :—The messenger came and brought word that the King would not arrive for ten days.

If the Athenians had conquered in that battle, they would have become more powerful than ever they had been.

A wiser man than Socrates it would not be easy to find.

If you associate, on the one hand, with the good, you will yourself become good ; but if, on the other hand, with the bad, you will become bad.

Solon enated laws for the Athenians ; and the great king made laws for his citizens.

The spear was fixed and broken in the breast of the General.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

WEDNESDAY, APRIL 17th.—3 TO 5 P.M.

HISTORY.—HISTORY OF GREECE.

FIRST AND SECOND YEARS.

Examiner,.....REV. GEORGE CORNISH, B.A.

1. State the natural divisions and boundaries of Ancient Greece, naming the principal mountain-ranges, rivers, and harbours.

2. By what name did the Greeks designate themselves and their country? Whence come the terms *Greeks* and *Greece?* Where were the *Cyclades* and *Sporades?* Give the meaning and derivation of these names.

3. Give an account of the government, religion, and social customs of the Heroic age.

4. What did the words Ἕλληνες and Βάρβαροι mean when used by a Greek? What common ties tended to unite the Greeks? Name the four great Grecian festivals.

5. Write a sketch of the government and popular institutions of the Spartans. Who were the Helots?

6. What political factions existed in Attica prior to the legislation of Solon? Give a summary of the changes and improvements that were effected by his legislation.

7. Name the colonies that were founded by the Greeks, on the West coast of Asia Minor, in Sicily, and in Southern Italy.

8. Give an account of the life and poetry of *Hesiod*. What are the distinguishing features of Epic and Lyric poetry? What causes may be regarded as tending to the rise and development of the latter? Enumerate, and give such facts of their life as you can remember, the leading Lyric poets of Greece.

9. Give an account, with dates, of the origin and principal events of the Persian Wars.

10. What was the period of the Athenian supremacy in the affairs of Greece? Name the statesmen and generals that mainly contributed to the maintenance of that supremacy.

11. Give an account of the Dramatic and Prose writers that flourished between the Persian and the close of the Peloponnesian Wars.

12. What was the most disastrous expedition of the Peloponnesian War? Give the date of the battle of ÆGOSPOTAMI.

13. Narrate the principal events of the life of Philip, and the events that facilitated his attainment of supremacy in Greece. By what great statesman was he continually opposed? Give the dates of the accession and death of Alexander the Great.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

TUESDAY, APRIL 16th.—9 A.M. TO 1 P.M.

LATIN.—HORACE,—SATIRES, BK. I.

THIRD YEAR.

Ordinary Examination.

Examiner,.....REV. GEORGE CORNISH, B.A.

1. Translate Satire I. vs. 101—121.

2. *a.* Write a sketch of the life of Horace. *b.* In what department of his writings do you regard him as surpassing other Roman poets, in point of originality and poetic genius? *c.* By what writers had Satire been cultivated prior to the age of Horace? *d.* Whom do you consider to have been the greatest of Roman satirists, and for what reasons?

3. Explain the expressions 'datis vadibus;' 'vadari reum;' consultus;' 'simul inversum contristat Aquarius annum;' 'quum carceribus missos rapit ungula currus.'

4. Translate Satire III. vs. 55—75.

5. *a.* What is the subject of this Satire? *b.* Explain: 'ab ovo usque ad mala;' 'persæpe velut qui Junonis sacra ferret;' 'decies centena;' 'sincerum vas incrustare;' 'tristes Kalendæ; 'Evandri manibus tritum.' *c.* Give the construction of: vs. 7—8; 'modo summa * * * * quatuor ima;' 69—71; 'Amicus dulcis * * * inclinet;' 73—75;' 'Qui * * * reddere rursus.'

6. Translate, Satire IV. vs. 38—62.

7. *a.* Write an account of the *Old*, the *Middle*, and the *New* Comedy of Greece. In what respects did they differ from each other, with respect to subjects and characters? Name, with dates, the period and principal writers of each. *b.* What is the construction of vs. 19—21; 'At tu * * * * imitare;' vs. 101—102; 'quod vitium * * * promitto.'

8. Translate Satire V. vs. 25—38. What do you supply with 'millia?' 'Saxis candentibus:' 'oculis meis;'—what case? 'Ad unguem factus homo;' explain this expression.

9. Give the situation of the following places mentioned in this Satire: Aricia, Forum Appî, Anxur, Fundi, Mamurrarum urbs, Sinuessa, Beneventum, Canusium, Brundisium.

10. Translate Satire X. vs. 16—39. 'Canusini more bilinguis;'—why *bilinguis?*

11. Give the nouns of the 1st Declension that have the termination 'ābus,' and those of the 4th that have 'ŭbus,' in the Dat. and Abl. plural.

12. *a.* Give the distinctions between 'quisquam, quispiam, ullus, quivis, quis, aliquis;' 'me ipse consolor,' and 'me ipsum consolor.' *b.* How do you express in Latin '*the former*' '*the latter*?' How is the English *perfect participle active* to be translated into Latin? *c.* State the construction with the verbs 'refert, tædet, tempero, suadeo, adsum, illudo, caveo, consulo, postulo, spolio, æstimo, fungor.'

13. Define and give instances of the following Rhetorical Figures:—*Repetitio; Conversio; Polysyndeton; Asyndeton; Aposiopesis; Antithesis; Paranomasia.*

14. Translate into Latin:—

Can that man be a bad citizen who is ever ready to give up his own ease, to contribute of his own wealth, to undergo toil, to incur great dangers, in short, to shed his blood for his country?

Cæsar left nothing undone that he might be able to bring his opponents into odium and contempt.

The Gauls, having lost all their baggage, fled, and our soldiers went in pursuit of them until night came and put an end to the pursuit.

It was proposed that, for his so great merit towards the state, he should be rewarded with a golden crown.

He became at last weary of life, and truly sorry for all the acts of the past.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

WEDNESDAY, APRIL 17th.—9 A.M. TO 1 P.M.

GREEK.—DEMOSTHENES.—DE CORONA.

THIRD YEAR.

Ordinary Examination. (*Second paper.*)

Examiner.....REV. GEORGE CORNISH, B. A.

1. Translate, De Corona, page 269, ed. Tauchnitz: Συμβέβηκε τοίνυν * * * * καί μοι ταῦτα λαβών.

2. Enumerate the λειτουργίαι at Athens. What were the functions and duties of the τριήραρχος and χορηγός?

3. Translate, page 286: 'Επειδὴ τοίνυν * * * * λέγε ταυτὶ λαβών.' ἐδημηγόρουν. What is the subject of this verb?

4. *a.* How far does the account of the public life of Demosthenes, as given by others, agree with his own statements in this oration? *b.* Give the date of the delivery of this oration.

5. Give an account of the συμμορίαι. What alteration did Demosthenes make in the law respecting them?

6. *a.* Describe the mode of making laws under the Athenian constitution and point out the distinction between προβούλευμα, ψήφισμα, and νόμος. *b.* What were the φυλαί and δῆμοι of Attica? *c.* For what purposes was the Theoric Fund instituted?

7. Translate, page 299:—'σὺ δὲ ὁ σεμνὸς ἀνὴρ * * * * τὴν αὑτοῦ τύχην;'

8. Explain accurately the technical expressions in the above passage, and give an account of the rites alluded to. Give the different derivations and explanations of the word παρείας.

9. Give the meaning and derivation of the following terms ; *ἔνθρυπτα, νεήλατα, πομπεία, προπηλακισμός, ἑωλοκρασία, συκοφαντία, ἀγνωμοσύνη, ἀκήρυκτος.*

10. Translate, page 306 :—'*διὰ ταῦτ' ἐμὲ ἐχειροτόνησαν * * * * τρέψειαν εἰς κεφαλήν*;' Give the different renderings and explanations of vs. 3–6 of the Inscription.

11. Give an account of the functions and duties of the *ἐκκλησία* at Athens. What order of proceedings was followed at its meetings:—refer to passages in this oration bearing on this point.

12. Translate, page 313 :—'*ταῦτα καὶ τοιαῦτα * * * * αἰσχύνην.*'

13. Enumerate the cases governed by the prepositions *διά*, *παρά*, and *πρός*, respectively, and state their differences of meaning with the different cases.

14. *a.* What does the relative often introduce? *b.* Give instances of verbal adjectives in *—ικος*; what construction do they take when *transitive* in signification? *c.* How do you express *comparison* in Greek? *d.* What is the construction with verbs that signify *emotions, perception*, &c., and with the verbs *λανθάνω, φθάνω*, and *τυγχάνω*? How may these verbs be rendered into English?

15. Accentuate the following extract :—

'αλλ' η τεθνηκεν, η τα των διακονων
ως εικος, οιμαι, τουμον εν σμικρῳ μερει
ποιουμενοι, τον οικαδ' ηπειγον στολον.'

16. Translate into Greek :—Those who had plotted against the city effected an entrance into it without being observed; but when the citizens perceived that they had entered, then indeed assembling all their forces, they attacked them with all speed.

As they were departing, he said to them 'Be sure to behave like men worthy of the state to which you belong;—a state whose sons have achieved the greatest success both at home and abroad.'

The Athenians sailed homewards with fifty ships for the purpose of defending their own shores.

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B. A. ORDINARY EXAMINATION, 1861.

TUESDAY, APRIL 16th.—9 A.M. TO 1 P.M.

LATIN { TACITUS.—GERMANIA AND AGRICOLA.
HORACE.—SATIRES, BOOK I.

Examiner, ...REV. GEORGE CORNISH, B.A.

1. Translate, Germania, Chap. XVI.

2. *a.* What case is 'populis' in the above passage? *b.* 'ut fons, ut campus, ut nemus placuit;' the names of many places in Germany afford incidental proof of the accuracy of this statement: give some of these names. *c.* Give the derivation of 'cæmentorum,' 'tegularum,' and 'picturam.' *d.* 'et, si quando hostis * * * * quod quærenda sunt:' explain the syntax, and point out the frequent enallage of this sentence. *e.* 'terra ita pura:' what substance?

3. Translate the following passages, and point out in what respects they were an indirect censure on the vices of Roman society:—

a. "Nemo illic vitia * * * sæculum vocatur." 19.
b. "Ergo septa pudicitia * * * corruptæ." 19.
c. "Numerum liberorum * * * bonæ leges." 19.
d. "Dotem non uxor * * * offert." 18.
e. "Nec ulla orbitatis pretia."
f. "Fenus agitare, et in usuras extendere ignotum."
g. "Funerum nulla ambitio."

4. Point out what customs of those mentioned in Chap. 22 were in direct opposition to the usages which prevailed among the Romans.

5. Translate, Germania, Chap. XXXIII.

6. Where was the substance called by the Germans 'Glesum' found? By what name was it designated by the Greeks and Romans? Is the hypothesis of Tacitus respecting its origin correct or not?

7. What are the modern names of the rivers Rhenus, Rhodanus, Mosa, Amisia, Visurgis, Albis, and Lupia? Where were the Decumates Agri? 'In insula oceani:' two islands have been named by different editors in connection with this: give their names, and the reasons that have been respectively urged in their favour.

8. Translate, Agricola, Chap. II. Why the word 'legimus?' Under what emperor did the events alluded to in this chapter take place.

9. Chap. IV: 'Prima rudimenta * * * * et inscitiam retulit;' translate, and explain the construction of these sentences. What geographical mistakes and discrepancies are found in these treatises of Tacitus? How may they be accounted for? What is the Mona of 1. Tacitus; 2. Cæsar? What are the modern names of Clota, Bodotria, Taus, Orcades? Where was the 'Veteranorum colonia' placed?

10. Translate, Agricola, Chap. XXII.

11. Write a sketch of the life of Agricola. 'Tanquam pro virili portione innocentiam principi donares:' how do you explain this allusion?

12. Translate, Horace, Satires, Bk. I. 1, vs. 61—79.

13. What facts are to be gathered from the writings of Horace, respecting his parentage, education, mode of life, and philosophical opinions.

14. Translate Satire 4, vs. 45—64.

15. Give a short account of the origin and progress of satirical writing among the Romans, referring particularly to those writers who were most distinguished in this department of literature.

16. Explain the use of the Supine, Gerund, and Gerundive; and write short Latin sentences illustrating the construction of each. State the rule for the use of *a. quod* with the *indicative; b. quum* with the *indicative* and *subjunctive*. What is the difference in meaning between the expressions 'sapientior Caio' and 'sapientior quam Caius'?

17. Translate into Latin:—

Of our men, not more than twenty were missing after all the engagements. But in the fort there was not one soldier who was not wounded; and of one cohort, four centurions lost their eyes.

The Athenian judges were so enraged by the replies and speeches of Socrates, that they condemned to death the wisest of men, but after his death they were filled with grief as strong as their anger had been.

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B. A. ORDINARY EXAMINATION, 1861.

WEDNESDAY, APRIL 17TH.—9 A. M. TO 1 P. M.

GREEK. { AESCHYLUS.—PROMETHEUS VINCTUS.
THUCYDIDES.—BOOK II.

Examiner.....REV. GEORGE CORNISH, B,A.

1. Translate, Prometheus Vinctus, vs. 340–376.

2. At what period of Grecian History did Æschylus live? Mention some of the most important events in the history of his country that occurred during his life-time. Can the influence of these events on his mind be traced out in his poetry? Where, and in what manner is he said to have died?

3. Point out what you regard as the leading characteristics of—*a*. the poetry;—*b*. the style; and *c*. the language of Æschylus. What improvements in Tragedy were effected by him?

4. Translate, Prom. Vinct., vs. 757–781., In vs. 760, what is *πάρα*? 761—*τοῦ*—what does this stand for? 762—*πρός*—what does this govern? 764 *γαμεῖ, ἀσχαλᾷ*, what tense?

5. Give the geographical situations of the peoples and countries, mentioned in the text, through which Io passed in her long wanderings. What is the conjecture of Paley as to the situation of Cisthene, and what considerations does he adduce in support of his conjecture? By what route does he therefore suppose the poet leads Io into Egypt?

6. Translate, Prom. Vinct., vs. 1040–1070.

7. Name the metre of this extract, and give the scale of it. Scan vs. 1040–1050.

8. Give the derivation and meaning of the following words occurring in this play;—*ἀρρήκτοις, αἰπυμῆτα, πάχην, ποικιλείμων, νηλής, διακναιόμενος, ἀδήριτον, ἀϊστώσας, πεδαρσίοις, ὑψίκρημνον, κράσεις, οἰακοστρόφος, ἄσβεστον, ἐτήτυμα.*—340. *τὰ μεν σ'επαινῶ*;—What is meant by this?

9. *a.* At what festival were the new Tragedies exhibited in Athens? *b.* Explain the terms *χορηγός, χοροδιδάσκαλος, ὑποκριτής, τριταγωνιστής.* *c.* What were the principal contrivances made for the purpose of Theatrical representation? In what building at Athens did these take place? Translate and explain the following theatrical terms: *βουλευτίκον, ἐφηβικόν, θυμέλη, βροντεῖον, ἐκκύκλημα, αὐλαία, μηχανή, γέρανος.*

10. Translate, Thucydides, Bk. II. chap. XXXVI.

11. State the distinctive features of the social life, government, and foreign policy of Athens and Sparta.

12. Give the dates of the commencement and termination of the Peloponnesian War, mentioning the principal battles and events of the war.

13. Translate, Thucydides, Bk. II. chap. LII.

14. Give a summary of this famous description of Thucydides of the plague. By what Latin poet has this description been imitated?

15. What is the view generally held respecting the composition of the speeches found in Thucydides? What instances in the literature of Rome and of England may be adduced as analogous to the practice of Thucydides?

16. State and explain the difference in meaning between the construction of *ἵνα, ὡς,* and *ὅπως,* with the Indicative, Subjunctive, and Optative.

17. Translate into Greek;—The Lacedaemonians having collected all their forces, set out for Attica, with the intention of devastatiug the country, but they were quickly met by the troops of the Athenians and routed.

Through fear they all fled and left their arms and tents on the field;—this they did that they might, in the first place, escape from their pursuers, and, in the second place, reach their own country as soon as possible.

More bodies of the slain were found than could have been expected from the numbers of the combatants.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

THURSDAY, APRIL 25TH, MORNING 9 TO 12.

THIRD YEAR.

LATIN, { LIVY.—BOOK XXI. / CICERO.—PRO MURENA. / CICERO—DE SENECTUTE. / TERENCE.—ANDRIA.

Honor Examination.

Examiner.....REV. GEORGE CORNISH, B.A.

1. Translate, Livy Bk. XXI. *a*. Chap. 27;—and *b*. Chap. 60.
2. Translate, Cicero, Pro Murena;—*a*. Chap. 15;—and *b*. Chap. 30.
3. Translate, Cicero, De Senectute;—Chap. 9.
4. Translate, Terence, Andria;—*a*. Act II. Sc. 2; and *b*. Act. IV. Sc. 2.
5. Questions viva voce.

THURSDAY, APRIL 25TH, AFTERNOON 3 TO 6.

GREEK AND LATIN PROSE COMPOSITION.

THIRD YEAR.

Honor Examination.

Translate into Greek :—

During the reign of Periander at Corinth, Theogenes made himself despot in the city of Megara. He overthrew the oligarchy by espousing the popular cause ; but he did not maintain his power till his death, and was driven from his Government in the forty-fifth Olympiad. A struggle now took place between the oligarchy and the democracy, which was conducted with more than usual violence. The latter obtained the upper hand and abused their victory. For the poor entered the houses of the rich and compelled them to provide costly banquets, deprived them of their property, and drove most of them into exile. But soon the banished nobles returned in arms, and re-established the former government.. But again they were expelled, and a long struggle ensued before an oligarchical form of Government was firmly established in Megara. In these contests the poet Theognis took part ; he belonged to the party of the nobles, and in his poems the nobles are described as the *good* and the commons the *bad*, terms which at that time were used in this political signification, and not in their ethical meaning.

Translate into Latin :—

" At a short distance of about three miles from Argos, and at the exact point where the city approaches nearest to the sea, was situated the isolated hillock called Temenion, noticed both by Strabo and Pausanias. It was a small village, deriving both its name and its celebrity from the chapel and tomb of the hero Temenus, who was there worshipped by the Dorians ; and the statement which Pausanias heard was, that Temenus with his invading Dorians had seized and fortified the spot, and employed it as an armed post to make war upon Tisamenus and the Achæans. What renders this report deserving of the greater attention is, that the same thing is affirmed with regard to the eminence called Solygeius near Corinth : this, too, was believed to be the place which the Dorian assailants had occupied and fortified against the pre-existing Corinthians in the city. Situated close upon the Saronic Gulf, it was the spot which the invaders would naturally seize upon, and which Nicias with his powerful Athenian fleet did actually seize and occupy against the Corinthians in the Peloponnesian war."

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SESSIONAL EXAMINATION, APRIL, 1861.

FRIDAY, APRIL 26TH, MORNING 9 TO 12.

GREEK, { SOPHOCLES.—PHILOCTETES.
EURIPIDES.—ALCESTIS.
PLATO.—CRITO.
ÆSCHINES.—ORAT. AGAINST CTESIPHON.

THIRD YEAR.

Honor Examination.

Examiner,.....REV. GEORGE CORNISH, B.A.

1. Translate, Sophocles, Philoctetes :—*a*. vs. 343— 381.
   b. vs. 1163—1203.
2. Translate, Euripides, Alcestis :—*a*. vs. 476— 506.
   b. vs. 1008—1036.
3. Translate, Plato, Crito :—*a*. § 5. *b*. § 11.
4. Translate, Æschines, Cont. Ctes., §§ 69 and 70.
5. Questions viva voce.

FRIDAY, APRIL 26TH, AFTERNOON 3 TO 6.

GRAMMAR, HISTORY, AND GEOGRAPHY.

THIRD YEAR.

Honor Examination.

Examiner,.....REV. GEORGE CORNISH, B.A.

1. Give an account of the physical and political geography of Greece at the period of the Persian wars.

2. Give the geographical position of;—Theræ, Platæa, Corcyra, Naupactus, Cyllene, Panormus, and Eubœa.

3. What Greek tribes colonised the western coast of Asia Minor, and what portion of it did they respectively occupy?

4. Name—*a*.—the three most celebrated personages;—*b*.—the three most celebrated expeditions of the Heroic Age. *c*.—Give a short account of each.

5. How does the word *τύραννος* differ in meaning from the English word *Tyrant?* Name the principal *τύραννοι* of Grecian History and the states where they ruled. Explain the terms *Oligarchy*, *Democracy*, and *Timocracy*.

6. Name the most important battles, by land and sea, of the Peloponnesian war. Write a sketch of the life and policy of Pericles. When, and from what cause, did he die?

7. Give an historical sketch, with dates, of the expedition and retreat of the Ten Thousand. For what important events did this expedition prepare the way?

8. Give the date of the accession of Philip. Between what powers did the Sacred War commence? What reasons did Philip assign for his interference? What advantages did he gain by his termination of it? By what decisive battle did Philip completely establish the supremacy of Macedonia over the other states of Greece?

9. Under what circumstances, and at what dates did the following countries severally became Roman Provinces;—Sicilia, Sardinia, Hispania, Gallia, Africa, Achaia, and Macedonia?

10. Give the dates and geographical positions of the following battles;—the Allia, Cannæ, the Metaurus, Zama, the Ticinus, Cynoscephalæ, Pydna.

11. Give an account of the leading Greek philosophers and sophists who flourished before the time of Socrates. Mention the most eminent followers and disciples of Socrates, and state what you regard to be the leading tenets of his philosophy.

12. *a.* Name the principal Greek metres, and point out those measures in which *two* feet are required to make a metre. *b.* Write down the following feet;—Iambus, Trochæus, Anapæstus, Bacchius, Amphimacer, Choriambus, Ionicus a majore. *c.* Define the terms—*arsis*, *thesis cæsura*, *synapheia*. *d.* Explain the construction of the metre called Iambic Trimeter Acatalectic.

13. State the principal rules for the accentuation of words preceding an enclitic. When does an enclitic retain its accent? Define the terms *proparoxytone*, *paroxytone*, *oxytone*, *properispomenon*, and *perispomenon*, giving their derivation in each case. Accentuate, in the Active Voice, the 3 sing. Pres. Ind.; 1 sing. Imp. Ind.; 1 Aor. Inf.; 2 sing. Imperat.; and 1 Plu. Pres. Subj., of the verbs κινέω and πράττω.

14. *a.* Does the Relative, when in apposition to a noun, agree with it, or with its own proper antecedent? *b.* State the Rule for the attraction of the Relative. *c.* What does the *future* participle often express? *d.* In what case does the subject of the Infinitive stand? *e.* Can the Infinitive be used, as in English, to express a purpose? *f.* What is the signification of the *Perf.* 2, and of the *Fut.* 3? *g.* What is the *Middle Voice* used to denote?

15. *a.* What verbs are followed by two accusatives? *b.* Give instances of intransitive verbs that become transitive, when compounded with a preposition. *c.* What is meant by the *Dative of attraction?* *d.* Give those compound verbs—both with adverbs and prepositions—that govern the Dative. *e.* What is the construction with the impersonal verbs, interest, refert;—licet; oportet? *f.* What is the rule for the *attraction of the Predicate?* *g.* What are *partitive* adjectives, and in what case do they take the dependent noun?

UNIVERSITY

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M GILL COLLEGE,

MONTREAL.

SESSIONAL EXAMINATIONS, APRIL, 1861.

THURSDAY, APRIL 25TH, MORNING 9 TO 12.

LATIN,
- PLAUTUS.—TRINUMMUS.
- TERENCE.—ADELPHI.
- TACITUS.—HIST., BOOK I.
- CICERO.—EPP. AD ATTICUM, BOOK I.
- LUCRETIUS.—BOOK V. AND VI.

B. A. Honor Examination.

Examiner.....REV. GEORGE CORNISH, B. A.

1. Translate Plautus, Trinum. *a*. Act II., Sc. 1 ; and *b*. Act IV., Sc. 4.
2. Translate, Terence, Adelphi, Act 1., Sc. 1.
3. Translate Tacitus, Histories I.;—*a*. chap. 13, and *b*. chap. 50.
4. Translate, Cicero, Epp. ad Att., Ep. 11.
5. Translate Lucretius, *a*. V. vs. 557-574 ; and *b*. VI. vs. 694-711.
6. Questions viva voce.

THURSDAY, APRIL 25TH, AFTERNOON 3 TO 6.

GREEK AND LATIN PROSE COMPOSITION.

B. A. Honor Examination.

Translate into Greek :—

"The next summer, Alcibiades sailed to Argos with twenty ships, and seized three hundred men, who were still thought to be suspicious characters, and to favour the cause of the Lacedæmonians; and these the Athenians deposited in the neighbouring islands within their dominions. The Athenians also undertook an expedition against the island of Melos, with thirty ships of their own, six of the Chians, two of the Lesbians, sixteen hundred of their own heavy-armed, three hundred bowmen, twenty mounted archers, and about five thousand five hundred heavy-armed of the allies and the islanders. Now the Melians are a colony of the Lacedæmonians, and would not submit to the Athenians, like the rest of the islanders, but at first remained quiet as neutrals, and then, when the Athenians tried to compel them by devastating their land, went openly to war with them. The generals therefore, Cleomedes son of Lycomedes, and Tisias son of Tisimachus, having gone and encamped in their territory with this armament, before injuring any part of the land, first sent ambassadors to hold a conference with them. These the Melians did not introduce to their popular assembly, but desired them to state the objects of their mission before the magistrates and the few."

Subject for an Essay in Latin :—

"Græcia capta ferum victorem cepit et artes
Intulit agresti Latio."

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SESSIONAL EXAMINATIONS, APRIL, 1861.

FRIDAY, APRIL 26TH.—MORNING 9 TO 12.

GREEK, { PINDAR.—OLYMP. ODES.
ÆSCHYLUS.—SEVEN AGAINST THEBES.
ARISTOPHANES.—THE FROGS.
THUCYDIDES.—BOOK VII.
ARISTOTLE.—RHETORIC, BOOK I.

B. A. Honor Examination.

Examiner, ...REV. GEORGE CORNISH, B.A.

1. Translate, Aristotle, Rhetoric I. ;—*a*. Chap. 2, §§ 11–13 ; *b*. Chap. 9, §§ 32–38.

2. Translate, Aristophanes, Ranæ ;—*a*. vs. 271–294, *b*. vs. 1196–1241.

3. Translate, Thucydides, Bk. VII. ;—*a*. Chap. 23 ; *b*. chap. 72.

4. Translate, Æschylus, Seven against Thebes ;—*a*. vs. 375–396 ; *b*. 822–873.

5. Translate, Pindar, Olymp. Odes, Ode IV.

6. Questions viva voce.

FRIDAY, APRIL 26TH.—AFTERNOON 3 TO 6.

GRAMMAR, HISTORY, AND GEOGRAPHY.

B. A. Honor Examination.

Examiner, ...REV. GEORGE CORNISH, B.A.

1. Give a short account, with the generally received dates, of: *a*. The Argonautic Expedition; *b*. The Trojan War; *c*. The Return of the Heracleidæ; *d*. The Legislation of Lycurgus.

2. Write down the names of the principal Greek cities in Asia Minor, and mention the tribes by whom they were severally founded.

3. What accounts are given of the origin of the *Helots*? What were their condition and employments in Sparta? Were there any classes of men in any other of the Greek states whose condition was similar to that of the Helots? Give an account of the *Cryptia* and *Syssitia*, and of the purposes for which they were instituted.

4. State the principal regulations and enactments of the legislation of Draco and Solon. What changes and reforms were effected in the constitution of Athens by Cleisthenes? What was the object of the institution of *Ostracism* at Athens? Describe the method of voting, and the origin of the term. Did it prove advantageous or prejudicial to the interests of the state?

5. Give the names of the leading Lyric poets of the literature of Greece, and state what you conceive to be the characteristics of *Lyric* as distinguished from *Epic* poetry. Write a sketch of the life of Plato, and also of Thucydides. Give an account of the Sicilian expedition, and state what you consider to have been the chief causes of its disastrous termination. Describe the geographical situation of the city of Syracuse.

6. Describe the topography of Athens. Name the principal public buildings, and state the purposes for which they were used.

7. By what names do the Greek historians designate the Etruscans? What name did they give themselves? State the general testimony of the ancient writers, Herodotus especially, respecting the origin of this people and their introduction into Italy.

8. Explain the expression *Patres Conscripti*. Of whom was the Senate composed? What were its functions and powers? Distinguish between *populus* and *plebs*.

9. What power did the old Roman law give the creditor over an insolvent debtor? Explain the mutual relations and obligations of the *patronus* and the *cliens*.

10. Write a short account, with dates, of the principal events of the three Punic Wars. Give the derivation of the term *Punic*, and the oldest form of the adjective *Punicus*. To what family of nations did the Carthaginians belong, and what part of the world was their original home?

11. What dialects of the Greek language were spoken at Thebes, Argos, Athens, Corinth, Samos, Sicily?

12. *a*. Write down the Greek *Enclitics* and *Atonics*. *b*. Decline the following nouns, accentuating them throughout:—λόγος, δῆμος, ναύτης, ἄνθρωπος, παῖς, πατήρ. *c*. Distinguish between ;—ἡ, ἦ, ἤ, ἦ.

13. *a*. State and explain the rule for the use of the Optative and Subjunctive after ὅπως, ἵνα, and ὡς. *b*. When the subject and the Predicate refer to the same object, what is the construction? *c*. How are verbals in -τεος formed? How are they construed? *d*. What class of verbs govern two accusatives? *e*. What is meant by the accusative of limitation? *f*. State the fundamental notion of the Genitive, and also of the Dative.

14. *a*. State the general rule for the sequence of Tenses in Latin. *b*. Mention the impersonal verbs that are followed by *ut* with the *subjunctive*. *c*. How do you express a *purpose* in Latin? *d*. What is *quo* equivalent to, and what is its force with the comparative? *e*. What do the participles in *rus* and *dus* often severally express? *f*. Define *Oratio obliqua*, *oratio recta*:—In the former in what mood do the principal verbs stand? *g*. What class of verbs does *quod*, = *that*, follow?

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M c G I L L C O L L E G E,

MONTREAL.

EXAMINATIONS, JANUARY, 1861.

MONDAY, JAN. 14.—9 A.M. TO 1 P.M.

GEOMETRY AND ARITHMETIC.

FIRST YEAR.

Examiner.....ALEXANDER JOHNSON, M.A.

1. Define a right angle. Prove that if a right line meet another in any point, the sum of the adjacent angles is equal to two right angles. Prove that a right angle $= 90°$.

2. If in two triangles, two angles in one, be respectively equal to two angles in the other, and a side of one equal to a side of the other similarly situated with respect to the equal angles; the triangles are equal in every respect.

In an isosceles triangle, the perpendicular from vertex on the base, bisects the base and vertical angle.

3. Equal triangles, standing on equal bases situated in the same right line, and on the same side of it, are between the same parallels.

If the four sides of a quadrilateral be bisected and the middle points of each pair of conterminous sides be joined; the joining lines form a parallelogram, whose area is half that of the quadrilateral.

4. The square of the sum of two lines is equal to the sum of their squares together with twice the rectangle under them.

5. Construct a square equal to a given rectilinear figure.

6. One circle cannot touch another, either externally or internally, in more points than one.

7. If a right line touch a circle, and from the point of contact a right line be drawn, cutting the circle, the angle made by this line with the tangent is equal to the angle in the alternate segment of the circle.

If two circles touch, either internally or externally, and if through the point of contact two lines be drawn, cutting the circles in four points, prove that the chords joining these points are parallel to each other.

8. If from a point without a circle, a secant and a tangent be drawn, the rectangle under the whole secant and the external segment of it, is equal to the square of the tangent.

Describe a circle which shall pass through two given points and touch a given line.

9. If two triangles have their sides proportional they will be equiangular; and those angles will be equal which are opposite homologous sides.

10. If four straight lines be proportional, the rectangle under the extremes is equal to the rectangle under the means.

If the perpendicular be let fall from the vertex of a triangle on the base, the rectangle under the sides will be equal to the rectangle under the perpendicular and the diameter of the circumscribing circle.

11. In equal circles, the angles, either at the centres or the circumferences, have the same ratio to one another, as the arcs on which they stand.

12. Cut a given finite right line, in extreme and mean ratio.

13. Define a numerical Fraction. Distinguish between Vulgar and Decimal Fractions. Express 5 fur. 3 per. $3\frac{1}{2}$ yds. as a fraction of a mile in each system.

14. Add $1\frac{1}{2} + \frac{2}{5} + 3\frac{1}{4}$; multiply the sum by $4\frac{1}{6}$ and divide the product by the difference of $\frac{5}{7}$ and $\frac{7}{11}$.

15. Divide .01 by .00001, and multiply the quotient by .333′.

16. Light travels at the rate of 192,000 miles per second. How long will it take to come from the Sun to the Earth, the distance being 95,000,000 miles?

17. Extract the square root of 373.45.

18. Show that if any number expressed in the decimal scale be divisible by 9, the sum of its digits will be divisible by 9.

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EXAMINATIONS, JANUARY, 1861.

MONDAY, JAN., 14.—9 A.M. TO 1 P.M.

GEOMETRY, ALGEBRA, TRIGONOMETRY.

SECOND YEAR.

Examiner,.....ALEXANDER JOHNSON, M.A.

1. If two triangles have an angle in the one, equal to an angle in the other, the sides about two other angles proportional, and the remaining angles either both acute or both obtuse; the triangles will be equiangular, and will have those angles equal about which the sides are proportional.

2. Two triangles which have an angle in the one equal to an angle in the other, and the sides about the equal angles reciprocally proportional, are equal.

The triangles are equal also, if the angles be supplemental.

3. In right angled triangles, the equilateral triangle described on the hypotenuse, is equal to the sum of the equilateral triangles on the sides.

4. From a given circle cut off a segment, which shall contain an angle equal to a given angle.

Given, two angles of a triangle and the radius of circumscribing circle, construct the triangle.

5. From a given point, without a given circle, draw a tangent to the circle.

Show from your construction that the two tangents, which can be be drawn, are equal.

Prove also, that the chord joining the points of contact of the two tangents, is bisected by the line joining the centre to the given point.

6. The sum of the internal angles of any polygon is equal to twice as many right angles as the figure has sides minus four.

7. Solve the equations $3x + 4y = 9$; $5x + 7y = 8$.

8. Solve $3(x - 4)(x - 5) = \frac{2}{3}x - 7$.

9. Find the time between 5 and 6 o'clock at which the hour and minute hands are together.

10. Find the greatest common measure of $15a^4 + 10a^3b + 4a^2b^2 + 6ab^3 - 3b^4$ and $6a^3 + 19a^2b + 8ab^2 - 5b^3$.

11. Simplify $\frac{7x - 10}{5} - \frac{3x - 7}{6} - \frac{27x - 30.}{30}$

12. If sec. $A = 1\frac{3}{20}$ calculate sin A.

13. Prove $\cos(A + B) = \cos A \cos B - \sin A \sin B$; and $1 + \cos 2A = 2\cos^2 A$.

14. Prove $\log N^{\frac{1}{p}} = \frac{\log N.}{p}$

15. From the top of a house 40 ft. high, a tower which is 180 ft. high is observed to subtend an angle of 36°; what is the horizontal distance of the tower?

16. Given $a = 8214$, $b = 3732$, $C = 61° 53'$: find the remaining side and angles of the triangle.

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EXAMINATIONS, JANUARY, 1861.

TUESDAY, JAN. 15TH,—9 A.M. TO 1 P.M.

ANALYTIC GEOMETRY.—TRIGONOMETRY.

SECOND YEAR.

Examiner, ...ALEXANDER JOHNSON, M.A.

1. Prove that every right line may be represented by an equation of the first degree containing two unknown quantities; and conversely, that every such equation will represent a right line.

The perpendicular from the vertex on the hypotenuse of a right-angled triangle is 12 feet long, and divides the right angle into parts which are in the ratio 3 : 2; find an equation representing the base if the sides be the lines of reference.

2. Show that the equation of the right line which passes through two given points $x'\ y'$ and $x''\ y''$ will be obtained by eliminating A, B, C, from the equations

$$Ax + By + C = 0$$
$$Ax' + By' + C = 0$$
$$Ax'' + By'' + C = 0$$

Perform the elimination.

3. The vertices of a triangle are (2, 3), (4,–5), (–3, –6); find the equations of the perpendiculars at the middle points of the sides; proving any formulæ you may employ.

4. A line is drawn parallel to the base of a triangle, and its extremities joined transversely to those of the base; find the locus of the point of intersection of joining lines.

5. Given two fixed points (A, B,) one on each of the axes; if A', B', be taken on the axes, so that $OA' + OB' = OA + OB$, find the locus of intersection of AB', $A'B$.

6. Prove that if the equation of a right line contain an indeterminate quantity in the first degree, the right line will always pass through a fixed point.

If a line be such that the sum of the perpendiculars let fall on it from a number of fixed points, each multiplied by a constant, be $= 0$, it will pass through a fixed point.

7. Find the locus of a point, the algebraical sum of the distances of which from the sides of a given polygon is constant.

8. The sides containing a given angle are in a given ratio and the vertex is fixed; supposing the extremity of one of the sides to move in a given straight line; find the locus of the extremity of the other.

9. Prove $\sin \alpha = \alpha - \frac{\alpha^3}{1.2.3} + \frac{\alpha^5}{1.2.3.4.5} - \&c.$

10. In a spherical triangle prove

$$\sin C \cot A = \cot a \sin b - \cos b \cos C.$$

11. If E be the Spherical Excess prove

$$\cot \tfrac{1}{2} E = \frac{1 + \cos a + \cos b + \cos c}{2\sqrt{\sin s \sin (s-a) \sin (s-b) \sin (s-c)}}$$

12 Sum n terms of the series

$$\sin \alpha \cos \beta + \sin 2\alpha \cos 3\beta + \&c. + \sin n\alpha \cos (2n-1)\beta.$$

13. The hypotenuse of a right angled spherical triangle is 75° 20′, and one of the angles is 57° 16′; calculate one of the sides.

14. In a spherical triangle two sides are 84° 14′ 29″ and 44° 13′ 45″ respectively, and the contained angle is 36° 45′ 28″; find the other angles.

15. If a be one of the equal sides of an isosceles spherical triangle, and b be an arc of a circle drawn from vertex to any point of the base, cutting it into segments s & s', prove

$$\tan \tfrac{1}{2}(a+b) \tan \tfrac{1}{2}(a-b) = \tan \tfrac{1}{2} s \tan \tfrac{1}{2} s'.$$

Deduce the corresponding theorem in Plane Geometry.

16. If R and r be the radii of the circumscribed and inscribed circles of any plane triangle whose sides are a, b, c, prove

$$2Rr = \frac{abc}{a+b+c}$$

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EXAMINATIONS, JANUARY, 1861.

MONDAY, JAN., 14.—9 A.M. TO 1 P.M.

MECHANICS.

THIRD YEAR.

Examiner.....ALEXANDER JOHNSON, M.A.

1. Explain fully the mode of estimating numerically the magnitude of a statical force.

2. If two forces, P and Q, act upon the same point of a body, and make with each other an angle ϕ, prove that their resultant is given by the equation :—$R^2 = P^2 + Q^2 + 2\,PQ\cos\phi$.

3. Define centre of gravity. Find the centre of gravity of the perimeter of a triangle. Show that it is the centre of the circle inscribed in the triangle formed by joining the middle points of the sides of the given triangle.

4. Describe the Smeaton and Burton systems of the pulleys (both kinds of the latter).

5. A body acted on by a constant force of 13 ft. per second describes 1100 feet. Find the time occupied and the velocity at the end of the time.

6. The spaces described by a falling body in a vacuum in successive seconds are proportional to the series of odd numbers 1, 3, 5, &c.

7. If a particle having the unit of mass, revolve in a circle, prove that the centrifugal force f is

$$f = \frac{v^2}{r} = \frac{4\pi^2 r}{T^2}.$$

Hence show that if the earth be a perfect sphere, the diminution of gravity at any place, owing to its rotation, varies as the square of the cosine of the latitude.

8. Calculate the length of a seconds pendulum in London ($g = 32.1908$).

9. An elastic ball impringes on a plane at an angle β, and is reflected at an angle γ; determine the coefficient of elasticity.

10. Prove that for a given velocity, the maximum range, on a horizontal plane, of a projectile, corresponds to an elevation of 45°.

11. State the fundamental principle of Hydrostatics.

12. The centre of a circular board, whose radius is 2 feet, is immersed to the depth of 10 feet; calculate the pressure upon it.

13. Describe experiments in proof of the elasticity and weight of gases.

14. If a homogeneous body float in a liquid, what is the ratio of whole volume to part immersed in terms of the specific gravities of body and liquid.

If an iceberg having the shape of a parallelopiped float in sea-water whose specific gravity is 1.028, determine the depth below the surface of the water, if the height above be 200 feet and the specific gravity of ice = 0.918.

15. Describe the method of ascertaining specific gravities by means of the Hydrostatic balance, (1) for bodies heavier than water, (2) for those lighter.

16. Describe the air-pump.

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EXAMINATIONS, JANUARY, 1861.

MONDAY, Jan. 14th—9 A.M. to 1 P.M.

ASTRONOMY—OPTICS—MECHANICS.

FOURTH YEAR.

Examiner,..... ALEXANDER JOHNSON, M.A.

1. State Kepler's Laws. They are not perfectly correct. Why? State the methods of their discovery severally.

2. Define the following terms:—Ecliptic, Inclination of orbit to Ecliptic, Node, Perihelion, Mean Distance, Eccentricity.

Describe the phenomenon called the Progression of the Lunar Apsides.

3. If A and P be the aphelion and perihelion distances of a planet, and e be the eccentricity of its orbit, prove—

$$e = \frac{A - P}{A + P}$$

How will this equation enable us to determine the eccentricity of the Earth's orbit by observations on the Sun's apparent diameter.

4. If E and M be the periodic times of the Earth and Mercury respectively, and T be the synodic period of Mercury, prove—

$$M = \frac{E\,T}{E + T}$$

5. Explain the method of finding the distance of Jupiter from the Sun.

6. Explain how the *acceleration* of the motion of Encke's Comet seems to indicate the existence of a resisting medium in space.

7. Describe the Cassegrainian telescope, and investigate a formula for determining its magnifying power.

If the focal lengths of the object speculum, the secondary speculum, and the eye-glass be, respectively, 4 feet, 3 inches, and $\frac{1}{2}$ inch; calculate the magnifying power.

8. If d be the limiting distance of distinct vision of any person, and f be the focal length of a convex lens; determine its magnifying power.

9. State the laws of refraction. Define index of refraction.

10. If r be the radius of a spherical mirror, D and d the distance of an object from it; prove—

$$\frac{1}{D} + \frac{1}{d} = \frac{2}{r}$$

11. A raft, whose length, breadth, and depth are l, b, d feet respectively, is made of wood, whose spec. grav. is s; what is the utmost weight it will bear before sinking?

12. If two liquids, whose specific gravities and volumes are s, v, and s', v' respectively be mixed,—determine the specific gravity of the mixture, supposing no alteration of volume to occur.

13. Define centre of pressure.

14. Find the time of flight on a horizontal plane of a projectile whose initial velocity and angle of elevation are given.

15. Assuming the formula for the time of oscillation of a simple pendulum, find approximately the acceleration due to a change of *place*.

16. Find the power parallel to an inclined plane that will support a body of given weight on the plane.

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EXAMINATIONS, JANUARY, 1861.

TUESDAY, JAN. 15,—9 A.M. TO 1 P.M.

HEAT.—ELECTRICITY.—MAGNETISM.

FOURTH YEAR.

Examiner.....ALEXANDER JOHNSON, M.A.

1. Describe the phenomena that occur when water at the temp. 60° Fah. is gradually cooled down until converted into ice. (1) When it is solidified at 32°; (2) when it is cooled down below 32° before solidification.

2. Arrange the following bodies as conductors or non-conductors of heat: glass, water, copper, fur, snow, marble, sealing-wax, silk, air.

3. Arrange the same as conductors or non-conductors of electricity. State the effect of a change of temperature on some of them in this respect.

4. Give a general account of the radiation and reflection of heat.

5. Give an account of the process that takes place in the electrolysis of water.

6. Describe the methods of *single touch* and of *double touch* for producing artificial magnets.

ACOUSTICS.

Third and Fourth Years.

Examiner.....Alexander Johnson, M.A.

1. Define a wave. Explain the apparently progressive motion of waves in water.

2. If a circular wave proceeding from any centre of disturbance impinge on a plane surface, it will be reflected and return as if from another centre equally distant on the other side of the plane surface.

3. What is meant by an *interference* in the Undulatory Theory. Give a brief account of some of the effects.

4. What are the physical causes on which the *pitch* and *loudness* of sounds respectively depend.

5. How has the velocity of sound in air been experimentally determined. State the effect of a change of temperature on the velocity.

6. Describe any experimental method of determining the number of vibrations in a given time producing a musical note of a given pitch.

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SESSIONAL EXAMINATION, APRIL, 1861.

THURSDAY, APRIL 11.—9 A.M. TO 1 P.M.

GEOMETRY—ARITHMETIC.

FIRST YEAR.

Ordinary Examination.

Examiner, ...ALEXANDER JOHNSON, M.A.

1. In an isosceles triangle the angles at the base are equal, and if the equal sides be produced, the angles below the base are also equal.

2. If any side of a triangle be produced, the external angle is greater than either of the internal and opposite angles.

More than one perpendicular cannot be drawn from the same point to the same right line.

3. If a point be taken on the diagonal of a parallelogram and lines drawn through it parallel to the sides, the complements of the parallelograms about the diagonal are equal.

The parallelograms about the diagonal of a square are squares.

4. If a right line be bisected and divided unequally, the rectangle under the unequal parts together with the square of the intermediate part is equal to the square of half the line.

Give the enunciation of this proposition in another form, so as to include Euc. Bk. II. Prop. 6.

5. The square of the sum of two lines is equal to four times the rectangle under them together with the square of their difference.

6. The opposite angles of a quadrilateral figure inscribed in a circle are together equal to two right angles.

If one of the sides be produced, the external angle is equal to the internal remote angle.

Imagine the quadrilateral reduced to a triangle by two of the vertices approaching one another and eventually coinciding. What other proposition of Bk. III. will the last statement lead to?

7. On a given right line describe a segment of a circle that shall contain an angle equal to a given one.

Given the base, area, and vertical angle of a triangle,—construct it.

8. If the vertical angle of a triangle be bisected by a right line which also cuts the base, the segments of the base shall have the same ratio to one another which the adjacent sides of the triangle have.

Show that this is true also when the external vertical angle of the triangle is bisected.

9. Find a fourth proportional to three given lines.

10. In equal circles the angles either at the centres or circumferences have the same ratio to one another as the arcs on which they stand.

11. Find $\frac{4}{7}$ of £2 3s. 9d. and express the result as a fraction of £1 2s. 6d.

12. Reduce 0.35278 to a vulgar fraction. Prove the rule.

13. If the gas consumed by one burner cost 17s. 9d. for 40 days, what will be the charge for another burner for 56 days, 220 cubic feet of gas being consumed by the latter, while 115 are consumed by the former.

14. Extract the square root of 0·000008.

15. Reduce 328 to the binary scale.

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MONTREAL.

SESSIONAL EXAMINATIONS, APRIL, 1861.

FRIDAY, APRIL 12th.—9 A.M. TO 1 P.M.

TRIGONOMETRY—ALGEBRA.

FIRST YEAR.

Ordinary Examination.

Examiner, ...ALEXANDER JOHNSON, M. A.

1. Calculate the number of seconds in the unit of circular measure.

2. Prove $\cos A = \frac{1}{\sec A}$; $\cot A = \frac{1}{\tan A}$; having previously defined the terms.

3. If $\sin A = 0 \cdot 7$, calculate $\cot A$.

4. Prove $\sin A + \sin B = 2 \sin \frac{1}{2} (A + B) \cos \frac{1}{2} (A - B)$.

5. Prove that in a plane triangle the sum of the sides is to their difference, as the tangent of half the sum of the base angles is to the tangent of half the difference.

6. Prove $\sin \frac{1}{2} A = \sqrt{\frac{(s - b)(s - c)}{bc}}$

7. In a right angled triangle one of the sides is 13 feet long, and the angle opposite to it is 35° 2′; calculate the hypotenuse and remaining side.

8. Define a logarithm, and prove the rules for multiplication, division, and extraction of roots by logarithms.

Extract the cube root of 0·6734 by logarithms.

9. Find the value of $\frac{x}{y} - \sqrt{\frac{1+x}{1-y}}$, when $x = \frac{1}{4}$, and $y = \frac{1}{5}$.

10. Divide $x^6 - 2a^3x^3 + a^6$ by $x^2 - 2ax + a^2$;

and $x^5 - px^4 + qx^3 - qx^2 + px - 1$ by $x - 1$.

11. Prove the rule for finding the Greatest Common Measure in Algebra.

Find the G. C. M. of $48x^2 + 16x - 15$, and $24x^3 - 22x^2 + 17x - 5$.

12. Solve the equations

$$\frac{x+6}{4} - \frac{16-3x}{12} = \frac{25}{6};$$

$$\frac{a}{b+x} + \frac{a}{b-x} = c;$$

$$\frac{x+2}{x-1} - \frac{4-x}{2x} = 2\tfrac{1}{3}.$$

13. The sum of two numbers is 60, and their ratio that of 2 to 3; find the numbers.

14. A person bought a number of oxen for £80, and if he had bought 4 fewer for the same money, the price would have been £1 more for each. How many did he purchase?

Explain the meaning of the negative solution to the quadratic equation introduced.

15. Find 3 numbers, such that the first with half the other two, the second with one-third of the other two, and the third with one-fourth of the other two, shall be each = 34.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

THURSDAY, APRIL 11th.—9 A.M. TO 1 P.M.

EUCLID—ALGEBRA.

SECOND YEAR.

Ordinary Examination.

Examiner, ... ALEXANDER JOHNSON, M.A.

1. If two right lines meet another in the same point, and at opposite sides, and if the sum of the adjacent angles be equal to two right angles, the lines form one continued right line.

2. If one side of a triangle be produced, the external angle is equal to the sum of the two internal and opposite angles, and the sum of the three internal angles is equal to two right angles.

The sum of the *external* angles of any polygon is equal to four right angles. Examine the case of a polygon having a re-entrant angle.

3. If a right line be divided into two parts, the square of the whole line is equal to the sum of the squares of the parts, and twice the rectangle under the parts. Prove this, and also the generalisation for a line divided into n parts.

4. In a triangle the square of the side subtending an acute angle is less than the sum of the squares of the sides containing it by twice the rectangle under either of the sides, and the part intercepted on it between the acute angle and the perpendicular let fall on it from the opposite angle.

5. In equal circles, the angles which stand upon equal arcs are equal, whether they be at the centre or the circumference.

In equal circles, sectors standing upon equal arcs are equal.

6. If through a point (O) either *within* or *without* a circle, right lines AB and CD, be drawn, cutting the circle in A and B, C and D, the rectangles under the segments AO and OB is equal to the rectangle under the segments CO and OD.

7. Find a third proportional to two given lines.

8. Construct a rectilinear figure equal to a given one and similar to another.

9. Find the value of $3ax - \frac{2(a-x)}{3(a+x)} \cdot - 4\sqrt{2ax}$ when $a=4$, $x=2$.

10. Divide $2a^{2n} - 4a^n x^n + 2x^{2n}$ by $a - x^n$;
and $x^3 - 9x^2 + 27x - 27$ by $x - 3$.

11. Solve the equations

$$a + x + \sqrt{a^2 + x^2} = b;$$
$$2x^2 - 5x = 12;$$
$$\frac{x+2}{y} = \frac{7}{8}; \quad \frac{x}{y-2} = \frac{5}{6}.$$

12. Solve
$$a_1x + b_1y + c_1z = d_1$$
$$a_2x + b_2y + c_2z = d_2$$
$$a_3x + b_3y + c_3z = d_3$$

13. A person departs from a certain place, and travels at the rate of seven miles in 5 hours; 8 hours afterwards, another person sets out from the same place, and travels at the rate of 5 miles in 3 hours. How long and how many miles does the first travel, before he is overtaken by the second?

14. There are 4 numbers in Arithmetical Progression, the product of the extremes is $= 28$, and that of the means $= 60$: what are the numbers?

15. Reduce $\sqrt{(a+x)^m}$ and $\sqrt[q]{(a-x)^p}$ to similar surds.

16. Prove the rule for the conversion of a mixed circulating decimal into a vulgar fraction.

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SESSIONAL EXAMINATION, APRIL, 1861.

FRIDAY, APRIL 12.—9 A.M. TO 1 P.M.

TRIGONOMETRY—CONIC SECTIONS—SOLID GEOMETRY.

SECOND YEAR.

Ordinary Examination.

Examiner, ... ALEXANDER JOHNSON, M.A.

1. Define circular measure of an angle.
   Reduce the angle 60° to circular measure.

2. Prove $\cot A = \dfrac{1}{\sqrt{\sec^2 A - 1}}$

3. Calculate the value of sin 18°

4. Prove $\tan (A \pm B) = \dfrac{\tan A \pm \tan B}{1 \mp \tan A \tan B}$

5. Solve the equation $a \tan x = b \cos x$.

6. State and prove the ordinary rule for calculating the area of a triangle when the three sides are given.

7. Two sides of a triangle are 8214 feet and 3732 feet respectively, the included angle is 61° 53′: calculate the angles at the base.

8. State and prove the rule for finding approximately the distance of the sea horizon in miles.

9. From the top of a house and from a window 30 feet below the top, I observe the depression of an object on the ground to be 15° 40′ and 10°: what is the distance of the object and the height of the house.

10. Prove that the Latus Rectum of a Parabola is four times the distance of the focus from the vertex.

11. The tangents to a parabola at the extremities of a focal chord intersect at right angles on the directrix.

12. In the parabola the subnormal is constant.

13. The tangent at any point of an ellipse makes equal angles with the lines joining that point to the foci.

14. If a straight line be perpendicular to each of two straight lines at their point of intersection, it is also perpendicular to their plane.

15. If two planes cutting one another be each perpendicular to a third plane, their line of intersection is perpendicular to the same plane.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

THURSDAY, APRIL 11.—9 A.M. TO 1 P.M.

ASTRONOMY—OPTICS—MECHANICS—HYDROSTATICS.

THIRD YEAR.

Ordinary Examination.

Examiner, ...ALEXANDER JOHNSON, M.A.

1. Explain the method of determining the diameter of the earth.

2. Describe (1) the Chronometer method of finding the longitude; (2) the Lunar method.

When it is noon at Montreal, it is 9 m. 22.7 s. *past* noon at Quebec and it is 36 m. 38.29 s. past 11 in the *forenoon* at Toronto; the longitude of Montreal is 73° 32′ 56″ W.;—hence calculate the longitudes of Quebec and Toronto.

3. Describe some of the changes which the Moon's orbit undergoes, explaining particularly what is meant by the Retrograde motion of the Nodes and the Progression of the Apsides.

4. Explain clearly and illustrate by a diagram the manner in which the changes of the seasons depend upon the fact that the plane of the earth's orbit does not coincide with the plane of the equator.

5. State the laws of reflexion of light and describe an experimental method of proving them.

6. If the angle of a prism of glass be 32′, find the deviation of a ray incident upon its first surface at a small angle; the refractive index of glass being $\frac{3}{2}$: proving any formula employed.

7. Find the *centre* of a lens.

8. Describe the Galilean telescope and determine its magnifying power.

9. Determine the direction and magnitude of the pressure on a plane surface immersed in a liquid.

A rectangular surface, 10 ft. by 5, is immersed in water with its short sides horizontal, the upper being 20 feet, and the lower 26 feet below the surface of the water; calculate the pressure it sustains.

10. Describe the *mercurial* barometer and state the corrections that must be applied to any observation. Give also a description of the *aneroid* barometer and its correction.

11. A raft, 30 yards long by 20 yards broad, and 16 inches deep, is made of wood whose specific gravity is 0.6; with what weight may it be loaded before it sinks?

12. Describe the forcing pump.

13. Prove that if a body be suspended from a fixed point, it will not be in equilibrium, unless the line joining the point of suspension with the centre of gravity be vertical.

14. If a body be supported on an inclined plane by a force acting in any direction, show that the power is to the resistance, as the sine of the inclination is to the sine of the angle made by the power with the perpendicular to the plane.

15. Give an account of the principle of Atwood's machine.

16. If the radius of a vertical circle be 72 feet, and a body fall from a distance of 50 feet from the lowest point, until it reach a distance of 30 feet; calculate the acquired velocity, if $g = 32$.

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FRIDAY, APRIL 12th.

ELECTRICITY—ACOUSTICS.

THIRD YEAR.

Examiner, ...ALEXANDER JOHNSON, M.A.

1. Explain fully the successive attraction and repulsion of a light body in its natural state by an electrified body.

2. Describe experiments which show that in a charged conductor the electricity lies only on the surface.
A sphere charged with electricity is placed in contact with another non-electrified of treble the diameter, what will be the distribution of the electricity on the surface of each?

3. Describe Coulomb's experiments by means of the proof-plane and torsion-balance to determine the law of electrical force.

4. Describe the electrophorus and explain its action.

5. Describe the process of electro-plating.

6. State Ampére's rule for determining the direction in which a magnet will be deflected by the action of a voltaic current in its neighbourhood.

7. Describe a method of magnetising a small steel bar by the agency of a voltaic current.

8. Describe the magneto-electric machine.

9. If a system of progressive waves proceeding from the focus of a paraboloid of revolution strike the surface, what will be the effect.

10. State the laws which govern the vibrations of strings.

11. Explain the fact that sounds may destroy each other, and describe some experimental illustration.

12. State the law of velocity of sound in air as affected by a change of temperature. If a cannon be fired on board a ship at sea, would this law apply to the first hearing of the report at a distance ?

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B. A. ORDINARY EXAMINATION, 1861.

THURSDAY, APRIL 11th.—9 A.M. TO 1 P.M.

ASTRONOMY—OPTICS.

Examiner, ...ALEXANDER JOHNSON, M. A.

1. How is the *latitude* of a place found with the aid of Hadley's sextant? In what respect does the method on land differ from that at sea?

2. Define a *solar* day, a *mean solar* day, and a *sidereal* day.
How is the mean local time of any place found?

3. Describe the methods of determining the right Ascension and Declination of a heavenly body.

4. Determine the Sun's diameter from the following data:
Angle subtended by Sun at Earth=32′ 2″.35.
Angle subtended by Earth at Sun=17″.143.
Diameter of Earth=7926 miles.

5. The periodic time of the earth is 365·25637 days and the interval between two inferior conjunctions of Mercury is 115·88 days; hence determine the periodic time of Mercury, proving the equation employed.

6. Define parallax; horizontal parallax; annual parallax.
Calculate the annual parallax of Jupiter from the following data:
Periodic time of Jupiter = 4332 days.
Interval from western to eastern quadrature = 174·66 days.
Periodic time of Earth = 365·25 days.
Hence calculate also his distance from the Sun, the distance of the Earth being taken as the unit.

7. Give a short account of the discovery of Neptune, illustrating by a diagram the connection between the observed facts and the inference from them.

8. How does the *acceleration* of the motion of Encke's Comet seem to indicate the existence of a resisting medium in space?

9. A bright ball, 4 inches in diameter, is suspended in front of a convex mirror of 11 inches radius, at a distance of 14 inches; find the apparent size of the image and its distance, proving any formula you employ.

10. A straight rod is dipped into a transparent liquid, making with the surface an angle A; what is the angle made with the surface by the image of the portion of the rod in the liquid, the refractive index of the liquid being μ?

11. Describe the six kinds of lenses, distinguishing accurately the *meniscus* and the *concavo-convex lens*. Show that the convex are converging, and the concave, diverging lenses.

Prove the following formula connecting the conjugate foci of a thin lens.

$$\frac{1}{d} - \frac{1}{D} = (\mu - 1)\left(\frac{1}{r} - \frac{1}{r'}\right).$$

12. From what do the defects of vision called *long sight* and *short sight* arise?

A man can read with the naked eye the small print of a placard at a distance of 11 inches, and with the aid of spectacles he can read the same print with ease at a distance of 7 feet 7 inches. Find the focal length of the spectacles used.

13. Describe the principle of the simple microscope.

14. Find the distances between the glasses of an astronomical telescope whose object-glass is of 6 ft. focal length, and eye-glass 1 inch, used by a person of average sight, whose eye is adapted to the reception of parallel rays, the telescope being used to view an object 100 feet distant.

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B. A. ORDINARY EXAMINATION, 1861.

FRIDAY, APRIL 12th.—9 A.M. TO 1 P.M.

MECHANICS.—HYDROSTATICS.

Examiner, ...ALEXANDER JOHNSON, M.A.

1. Three forces act perpendicularly to the sides of a triangle at the middle points, and each is proportional to the side on which it acts. Show that they will equilibrate each other.

2. Investigate the condition of equilibrium in the *general case* of the lever.

Let the resistance be caused by a nail fastened in a board, and be equal to 224 lbs.; let the lever used to draw it be a hammer, which measures 2 inches from the point where the claw grasps the nail's head to the fulcrum, and let the handle be 13 inches. Find the force to be applied perpendicularly to the extremity of the handle which will exactly counterbalance the resistance.

3. Find the power that will support a given weight on a given inclined plane, the direction of the power being parallel to the plane.

If the force required to draw a train of carriages on a level railroad be $\frac{1}{200}$th part of the load: find the force required to ascend a gradient of 1 in 56.

4. A sphere, whose weight is W, rests on two inclined planes, whose inclinations are i and i'; find the pressure on each plane.

5. Prove that the spaces described by a body falling from rest in a vacuum, in successive seconds, are proportional to the series of odd numbers, 1, 3, 5, &c.

6. The velocity acquired by a body in running down any inclined plane is equal to the velocity acquired in falling down the height of the plane.

7. Two perfectly inelastic spheres, moving in the same line and in the same direction, with different velocities, come into collision; prove that after the shock they remain together, and move with a common velocity.

8. If a heavy particle be projected with a velocity V, at an angle of elevation e, prove that its range on a horizontal plane is $\frac{V^2}{g} \sin 2e$.

9. State Boyle and Mariotte's law for the relation between the elastic force and volume of a gas; and describe the experimental proof of it.

10. Describe Nicholson's hydrometer, and the method of determining specific gravity by it.

If the standard weight be 300 grs., calculate the specific gravity of a specimen of mineral whose first and second weighings give 25·36 grs., and 102·33 grs.

11. A body A weighs in air 7·55 lbs., in water 5·17 lbs., and in another liquid B 6·35 lbs.; find from these data the specific gravities of A and B.

12. If w_1, w_2, w_3, be the apparent weights of a body, when weighed in three fluids whose densities are respectively ρ_1, ρ_2, ρ_3, show that

$$w_1 (\rho - \rho_3) + w_2 (\rho_3 - \rho_1) + w_3 (\rho_1 - \rho_2) = 0.$$

13. Describe the suction-pump.

14. Describe the construction of the air-pump, and show that it can never make a perfect vacuum.

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SESSIONAL EXAMINATION, APRIL, 1861.

THURSDAY, APRIL 25th.—9 A.M. TO 1 P.M.

ENGINEERING STUDENTS.

SPECIAL MATHEMATICAL EXAMINATION.

Examiner,.....ALEXANDER JOHNSON, M.A.

1. Find the number of cubic feet of water which an engine of 60 horse power will raise per hour from a mine 80 fathoms deep, supposing $\frac{1}{3}$th of the work lost by friction.

2. If the force required to overcome friction at a given speed on a horizontal railroad be 10 lbs. per ton, and the similar force on a turnpike road be 230 lbs. per ton, find the effect produced on both by a gradient of 1 in 21, and show why the gradients on railroads should be less than on common roads.

3. A bar of iron, 12 feet long, and weighing 4 cwt., has one end (A) resting on a ledge, and is supported in a horizontal position at the other end by a chain fastened to a hook at a point 16 feet directly above A; a weight of 12 cwt. is suspended from the beam at a point 8 feet from A: find the tension of the chain.

4. A horse exerting a traction T on a waggon whose weight is W, draws it up a hill of height h, and length l; find the time of ascending the hill.

5. A ball moving at the rate of 10 miles per hour impinges at an angle of 20° on a plane, the common co-efficient of elasticity being 0.24, find its direction and velocity afterwards.

6. A cone of wood floats in a liquid with its vertex downwards, if h denote the height of the cone, s and l, the specific gravities of the cone and liquid, show that the depth to which it will be submerged is

$$h\sqrt{\frac{s}{l}}$$

7. A pump lifting water from a well has a suction pipe 20 feet long, the play of the piston is 3 ft; the handle is 3 feet, of which 8 inches are inside the joint. What force is necessary to raise the water, if the diameter of the piston be 6 inches?

8. What is the height of a hill, its angle of elevation from the bottom being 52°, while 300 yards from the bottom measured on a horizontal plane, its elevation is found to be 28° 30′.

9. Prove the following approximate rule for determining the dip of the horizon.

The square root of the height expressed in feet is equal to the dip expressed in minutes.

10. State Napier's rule for the solution of right-angled spherical triangles.

11. At a given place the altitude of the sun was the same at $8^h\ 4^m\ 54^s$ and $4^h\ 2^m\ 36^s$; required the error of the clock, the polar distance being increasing, the equation of equal altitudes $= 12^s.4$ and the equation of time $= 4^m\ 16^s.7$ to be subtracted from apparent time.

12. At 1h. 14m. 11.6s. apparent time, the true altitude of the sun was 33° 40′ 35″. 5, and his declination 5° 15′ 28″. 0 S; find the latitude of the place.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

TUESDAY, APRIL 23RD.—9 A.M TO 1 P.M.

GEOMETRY—ALGEBRA.

FIRST YEAR.

Honor Examination—FIRST DAY.

Examiner.....ALEXANDER JOHNSON, M.A.

1. Find the locus of a point, such that the sum of the squares of its distances from n given points shall be constant.

2. Describe a circle which shall bisect the circumferences of three given circles.

3. Given the base of a triangle, the vertical angle, and the bisector of the external vertical angle, construct it.

4. If from the ends of the base of a triangle two lines be drawn to the opposite sides, so as to intersect on the perpendicular to the base, the lines joining the foot of the perpendicular to their intersections with the sides, make equal angles with the base.

5. If a given quadrilateral be divided into two others; the intersections of the diagonals of these three quadrilaterals lie in one right line.

6. If four fixed points be taken in the circumference of a circle, and lines be drawn from them to a variable fifth point on the circumference, the anharmonic ratio of the pencil is constant.

7. Given six points on a right line, find a seventh on the same line, such that the anharmonic ratio of it, with three of the given points taken in a definite order, shall be equal to that of it, with the remaining three, taken also in a definite order.

8. The distances of any two poles from the centre of a circle, are to one another, as their distances from the alternate polars.

9. Prove that the sum of all the coefficients of an expanded binomial $=2^n$ (n being the index of the power to which the binomial is raised.)

10. Find the relation that must exist between the coefficients in the equations $a_1\ x + b_1\ y = c_1\ a_2\ x + b_2\ y = c_2,\ a_3\ x + b_3\ y = c_3$, that they may be satisfied by the same values of x and y.

11. If a oxen in m weeks eat b acres of grass and c oxen eat d acres in n weeks, how many oxen will eat e acres in p weeks, supposing the grass to grow uniformly.

12. Given the first term (a) of a series in Arithmetical Progression, the common differenee (b) and (s) the sum of the series to n terms; find n.

13. Find an approximation to the cube root of 31 by the Binomial Theorem.

14. Find x from the following equation with the aid of the Logarithmic Tables

$$3^{2x}.\ 5^{3x-4} = 7^{x-1}.\ 11^{2-x}$$

15. Find the amount of £5 in $2\frac{1}{2}$ years at 3 per cent. compound interest; the interest payable yearly.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

WEDNESDAY, APRIL 24TH.—9 A.M. to 1 P.M.

GEOMETRY—ALGEBRA.

FIRST YEAR.

Honor Examination--SECOND DAY.

Examiner.....ALEXANDER JOHNSON, M.A.

1. Given in magnitude and position one side of a quadrilateral inscribed in a given circle, the line joining the intersection of the diagonals to that of the pair of sides adjacent to the given one, passes through a fixed point.

2. From a given point in the produced diameter (A B) of a circle, draw a secant, cutting the circle in two points (P and Q) the rectangle (A P. B Q) under whose distances from the adjacent extremities of the diameter shall be given.

3. If a quadrilateral be inscribed in a given circle, so that three of its sides may pass through three given points in a right line, the fourth side will constantly pass through another fixed point in the same right line.

4. Draw a right line parallel to a given one so that one of the parts intercepted by the circumferences of two given circles may be a maximum.

5. If any transversal be drawn cutting the sides of a triangle opposite the angles A, B, and C, in the points a, b, c, respectively, prove

$$Ab.\ Bc.\ Ca. = Ac.\ Ba.\ Cb.$$

6. Describe a circle which shall touch two given lines and a circle.

7. Given the base, vertical angle, and bisector of vertical angle of a triangle, construct it.

8. If perpendiculars be let fall on the sides of an equilateral triangle from any point taken within it, prove that the sum of the perpendiculars is constant.

9. Find the greatest term in the expansion of $(a+b)^n$.

10. Resolve $\frac{x+1}{x^2-7x+12}$ into partial fractions.

11. Expand a^x in a series of powers of x.

12. What is the present value of an annuity of £1 for 14 years to commence at the expiration of 7 years, allowing 5 per cent per annum, compound interest.

13. 4 white balls and 3 black, are placed at random in a line, find the chance of the extreme balls being both black.

14. Find the number of words which can be formed by taking 24 letters of the alphabet, 6 at a time, each containing two vowels.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

TUESDAY, APRIL 23rd.—9 A.M. TO 1 P.M.

CALCULUS, ANALYTIC GEOMETRY, TRIGONOMETRY, AND PURE GEOMETRY.

SECOND YEAR.

Honor Examination,—FIRST DAY.

Examiner, ...ALEXANDER JOHNSON, M.A.

1. If u be an explicit function of y, and y a function of x, show that

$$\frac{du}{dx} = \frac{du}{dy} \cdot \frac{dy}{dx}$$

2. Differentiate

$$\frac{x}{\sqrt{a^2 + x^2} - x}\ ;\ \log(\sin x)\ ;\ \sin^{-1}\frac{1 - x^2}{1 + x^2}$$

3. Integrate

$$\int \frac{x^{n-1}\,dx}{a + bx^n}\ ;\quad \int \frac{dx}{1 + 5x^2}\ ;\quad \int \frac{(x-1)\,dx}{x^2 + 6x + 8}$$

4. Expand sec x in ascending powers of x, by McLaurin's Theorem.

5. Assuming that a right line is represented by an equation of the first degree, find the condition that must be fulfilled by the co-ordinates of three points, in order that they shall lie in one right line.

6. Given bases and sum of areas of any number of triangles, having a common vertex, find its locus.

7. Find the *polar* equation of the circle; the pole being outside the circle.

8. Find the condition that the line $\frac{x}{m} + \frac{y}{n} = 1$ should touch the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$.

9. In the ellipse, the harmonic mean between the segments of a focal chord is constant, and equal to the semiparameter.

10. A line of constant length moves about in the legs of a given angle; find the locus described by a fixed point on it.

11. Prove that the circle circumscribing the triangle formed by any three tangents to a parabola will pass through the focus.

12. In a spherical triangle prove

$$\cos a = \cos A \sin b \sin c + \cos b \cos c.$$

13. Prove that the sum of the angles of a spherical triangle lies between two and six right angles.

14. From formulæ for spherical triangles involving the sines and tangents only of the sides, formulæ for plane triangles may be deduced. Why? Give an example.

15. Each of the three diagonals of a complete quadrilateral is cut harmonically by the other two.

16. If a hexagon be inscribed in a circle, the intersections of the opposite sides are in one right line. Prove this and reciprocate it.

17. If any number of circles pass through the same two points, and any transversal cut them, the points of intersection form a system of points in involution.

18. If a quadrilateral be circumscribed to a circle, and a fifth variable tangent be drawn, the rectangles under perpendiculars on it from each pair of opposite angles are in a constant ratio.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

WEDNESDAY, APRIL 24TH.—9 A.M. TO 1 P.M.

CALCULUS—ANALYTIC GEOMETRY—TRIGONOMETRY—ALGEBRA.

SECOND YEAR.

Honor Examination,—SECOND DAY.

Examiner, ...ALEXANDER JOHNSON, M.A.

1. Apply the theorem of Liebnitz to determine

$$\frac{d^r}{dx}(uv) \text{ when } uv = x^n(1-x)^n$$

2. Differentiate x^{x^x} ; $x^{\sin x}$; $xe^{\tan^{-1}x}$

3. Given $u^3 - 3u + x = 0$, expand u in a series of ascending powers of x, with the aid of Maclaurin's Theorem.

4. Integrate

$$\int \frac{dx}{1+3x+2x^2} \; ; \; \int x^m \log x \, dx \; ; \; \int \frac{dx}{1-x^4} .$$

5. If the axes of co-ordinates be inclined at the angle ω, show that the equation of a line passing through a given peint $x'y'$ and making an angle ϕ with the line $Ax + By + C = 0$ is

$$\{A \sin(\omega-\phi) + B \sin\phi\}(x-x') + \{B \sin(\omega+\phi) - A \sin\phi\}(y-y') = 0 .$$

6. Find the equation of the tangent to the conic represented by the general equation

$$Ax^2 + Bxy + Cy^2 + Dx + Ey + F = 0$$

7. Show that the area of an ellipse represented by the general equation is

$$2\pi \frac{AE^2 + CD^2 + FB^2 - BDE - 4ACF}{(4AC - B^2)^{\frac{3}{2}}}$$

8. Given two conic sections, find the locus of the pole with respect to one of any tangent to the other.

9. Find the locus of the foot of the perpendicular let fall from either focus of an ellipse on the tangent.

10. Show that the equation

$$(ax + by)^2 + Dx + Ey + F = 0$$

can be reduced to the form $y^2 = px$

11. Find the locus of tangents to a parabola which cut at a given angle.

12. Find an expression for the radius of curvature at any point of an ellipse.

13. If through any point O in the surface of a spherical triangle, great circles be drawn from the angles A, B, C, to meet the opposite sides in a, b, c; prove that

$$\sin Ab \,.\, \sin Bc \,.\, \sin Ca = \sin Ac \,.\, \sin Ba \,.\, \sin Cb$$

14. Sum n terms of the series

$$\operatorname{cosec} a + \operatorname{cosec} 2a + \operatorname{cosec} 2^2 a + \&c.$$

15. State Napier's rules for the solution of right-angled spherical triangles, and prove the case where one of the sides, including the right angle, is taken as the middle part.

16. Apply Sturm's Theorem to determine the number of real roots of the equation $x^4 - 2x^3 - x^2 + 8x - 12 = 0$

17. Transform the equation

$$x^3 + 7x^2 - 4x - 12 = 0$$

into another whose roots are less by 1.

18. Prove that imaginary roots enter an equation in pairs.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

TUESDAY, APRIL 23RD.—9 A.M. TO 1 P.M.

MECHANICS—HYDROSTATICS—ASTRONOMY.

THIRD YEAR.

Honor Examination—FIRST DAY.

Examiner, ...ALEXANDER JOHNSON, M.A.

1. Given the magnitudes and directions of any number of forces, not in the same plane, acting on a particle: find the magnitude and direction of their resultant, and determine also the conditions of equilibrium.

2. If a cord whose length is $2l$ be fastened at two points lying in the same horizontal line, at a distance from each other equal to $2a$, and if a smooth ring upon the cord sustain a weight W; prove that the tension of the cord T is

$$T = \frac{W l}{2\sqrt{l^2 - a^2}}.$$

3. A trap door of a given weight, turning on a hinge, is supported by a weight P, attached to a string passing over a pulley placed at the other side of the door, in the same horizontal plane: find its position of equilibrium.

4. Find the velocity with which a body should be projected down an inclined plane, so that the time of running down the plane shall be equal to the time of falling down the height.

5. A body is projected vertically from the surface of the earth, with a given velocity; find the height to which it will ascend, taking the variation of gravity into account and neglecting the resistance of the air.

6. An isosceles triangle is immersed vertically in a fluid with its vertex coincident with the surface of the fluid, and its base horizontal; determine how it must be divided by a line parallel to the base, that the pressures upon the upper and lower portions may be respectively in the ratio of m to n.

7. The weight of a globe in air is W and in water w; find its diameter, s and a being the specific gravities of the water and air.

8. If h and h' be the altitudes of the mercury in a barometer placed in a cyclindrical diving-bell, of length a, at the beginning and end of a descent; find the depth descended, m being the density of the mercury.

9. Determine the effect of a given small error of collimation upon the time of a star's transit.

10. How many the length of the day at any given place be calculated?

11. Given the declination and zenith distance of a heavenly body at a given place; how may the variation of the compass be determined?

12. Integrate

$$\int \frac{dx}{a+b\tan x}; \qquad \int \tan^{-1} x dx; \qquad \int \frac{dx}{x\,(bx-a)^{\frac{1}{2}}}$$

13. Find the area of the Lemniscate

$$r^2 = a^2 \cos 2\theta.$$

15. Given $u = x^5 - 5x^4 + 5x^3 + 1$; find the values of x which make u a maximum or minimum.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

WEDNESDAY, APRIL 24TH.—9 A.M. TO 1 P.M.

MECHANICS—HYDROSTATICS—ASTRONOMY.

THIRD YEAR.

Honor Examination—SECOND DAY.

Examiner, ...ALEXANDER JOHNSON, M.A.

1. Find the centre of gravity of the area contained between the curves $y^2 = ax$ and $y^2 = 2ax - x^2$

2. State and prove Guldin's properties of the centre of gravity.

2. A uniform beam is placed with one end in a fixed hemispherical bowl and rests upon the rim of the bowl, extending beyond it; find the position in which the beam will rest, the radius of the bowl being horizontal.

4. A homogeneous solid hemisphere is capable of rolling on its curve surface on a horizontal plane, the friction being such as to prevent all sliding; find the moment of a couple which may keep it at rest with its base inclined at an angle of 30° to the horizon.

5. Two perfectly elastic spheres meet directly with equal velocities; find the relation between their magnitudes, that after collision, one of them may remain at rest.

6. A particle falls towards a centre of force of which the intensity varies inversely as the cube of the distance; find the whole time of descent.

7. A particle acted on by no forces is projected with a given velocity in a resisting medium of uniform density, where the resistance varies directly as the velocity; determine the velocity and space described at the end of any time.

8. A hollow sphere is just filled with fluid; compare the pressure on the internal surface of the sphere with the weight of the fluid.

9. Find the centre of pressure of a semi-circle having one extremity of its diameter in the surface of a fluid, and the diameter perpendicular to the surface.

10. A ship on sailing into a river sinks 2 inches, and after discharging 12,000 lbs. of her cargo rises 1 inch; determine the weight of the ship and cargo, the specific gravity of seawater being 1.026.

11. When the latitude is found at sea from two altitudes of the sun and the time between, find the approximate correction that must be applied to the zenith distance first obtained.

12. Prove the following formula in which l, a, ω, represent the sun's longitude, and right ascension, and the obliquity of the ecliptic respectively, $l - a = \tan^2 \frac{1}{2} \omega \sin 2l - \frac{1}{2} \tan^4 \frac{1}{2} \omega \sin 4l +$ &c.

13. When in latitude 48° 51′ N., the Sun's declination is 18° 30′ N., and its altitude is 52° 35′, what is its azimuth?

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SESSIONAL EXAMINATION, APRIL, 1861.

THURSDAY, APRIL 18th.—9 A.M. TO 1 P.M.

ENGLISH.

FIRST YEAR.

Examiner,.....REV. DR. LEACH.

1. What is the distinction between grammatical etymology and comparative?

2. How do you account for the *gen. sing.* and the *nom. plu.* of English nouns, alike terminating in *s*?

3. Show that the termination t, in the words *it*, *what*, *that*, indicates the *neut. gen.*

4. Is *which* a true neuter of *who*? Give the derivation of the former.

5. Are the words *news*, *alms*, *means*, *pains*, all true plurals, etymologically?

6. Compare the following words with their Anglo-Saxon originals,—*she*, *her*, *him*, *his*, *it*, *hers*, *theirs*, *than* or *then*, *there*.

7. Is the letter s in *these* and *whose*, a sign of inflection in both, or what?

8. Are there patronymics in English?—in Anglo-Saxon?

9. Which are the only true tenses in English?

10. Have we any trace in English of the reduplicate form of the perf. tense of the classical languages?

11. What different modes do we use to express the corresponding aorist form of the classical languages, and how are those different modes designated?

12. To what variety of form of the past tense in English did the circumstance of Anglo-Saxon verbs in the plu. after changing the vowel in the sing., give rise in many cases?

13. What varieties had their origin in the differing forms of the Anglo-Saxon participle and præterite?

14. What verbs form their præterite in t?

15. State the peculiarities of the words, *durst*, *must*, *mind* (minded), *quoth*.

16. Explain etymologically the following words, *twain*, *whilom*, *whom*, *thirty*, *upmost*, *aught*, *naught*, *any*, *one*, (as in *one* may suppose,) *such*, *each*, *every*, *either*, *neither*, *other*, *whether*, *better*, *former*, *next*.

17. In *nightingale*, *blackamoor*, *thursday*, how do you account for the intermediate *in–a–s*?

18. What are decomposites?

19. Explain the two kinds of derivation and state the principles, according to which, derivation in the narrow sense may be divided.

20. Are adverbs of any kind capable of taking an inflection, and what are adverbs of deflection and adverbs absolute?

21. What is the significance of the final syllable in *else*, *unawares*, *once*, *twice*, &c.

22. To what part of speech are *yes* and *no* to be referred?

23. What are particles (grammatice)?

24. Illustrate by examples the convertibility of pronouns, as to case, number, person, class.

25. State the theories that profess to account for the remote origin of the weak præterite in d or t.

26. Give the rules for the collocation of adjectives.

27. Give the rules for the degrees of comparison, and the reasons for the preferable forms.

28. Are *his* and *her* equivalent to suus and sua, or ejus?

29. In old writers we often meet with *his* instead of *its*, how is this accounted for?

30. How do you account for the forms *himself* and *themselves* in th nominative?

31. In the case of a reciprocal action, what is the rule given for the use of *each other*, *one another?*

32. State the peculiarities in the use of *it* and *there*, in such expressions as *it is these*, *there is this.*

33. Give the rule for the repetition or the omission of the article when two or more substantives follow each other.

34. Give the rules for the concord of number between the verb and subject.

35. In the participle in *ing*, and the substantive in *ing*, what is the circumstance that determines the character of each?

36. State the three peculiarities of imperatives.

37. Give the rule for the concord of the persons of verbs when two or more pronouns of different persons and of the sing. number, follow each other disjunctively.

38. Give the rule for the succession of tenses, in such expressions as *I do this*, *that*, &c.

39. In English, which case is the absolute case, in constructions like the Latin ablative absolute?

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SESSIONAL EXAMINATIONS, APRIL, 1861.

THURSDAY, APRIL 18th.—9 A.M. TO 1 P.M.

ENGLISH.

SECOND YEAR.

Examiner.....REV. DR. LEACH.

1. Describe the usual course in the development of national literature.

2. Describe the peculiar course of literary cultivation among the Anglo-Saxons.

3. How did it happen, that almost all our Anglo-Saxon remains differed both in origin and purpose from the specimens of a similar age, that have come down to us from other nations?

4. Stories of superhuman exploits are common in all early poetry—account for this (producté).

5. Which were the three Gothic tribes to which the Anglo-Saxon race in England belonged, and state the disputed case with regard to one of them.

6. Mention the chief Anglo-Saxon poems referred to the period between A. D. 449 and A. D. 1066,—give a short account of them, and of the versification and style of Anglo-Saxon poetry.

7. What facts show, that during this period, a preference was given to the Anglo-Saxon over the Latin tongue, and how is this fact accounted for?

8. Give an account (paucis) of the prose productions in Anglo-Saxon, referred to the same period.

9. Give the principal names, which, in the regular Latin literature, illustrated the period between A. D. 1066, and A. D. 1307.

10. Give an account of the productions in the irregular Latin literature of the said period.

11. Give the chief characteristics of the two classes of Norman French literature of the said period.

12. Of all the old Gothic tongues, which is *that* which the Anglo-Saxon resembles most?—where was it spoken and what are the peculiar civil institutions there, which have been held to be remarkably similar to institutions of the same class in England?

13. Which were the two leading dialects of the Anglo-Saxon tongue and what are the different theories which, in connection with them, are supposed to account for the formation of the present English tongue?

14. During what period occurred the transition of the Anglo-Saxon into the English language?

15. Give the dates of the Old English period, and of the Early and Middle periods, into which it has been divided.

16. In the reconstruction of the language what changes occurred in regard to the gender of substantives, the infinitive in en, the plurals of the present indicative and in regard to the vocabulary?

17. During what period was the organisation of the English language completed, and how is the fact of its being then completed, determined?

18. In what light are subsequent alterations to be regarded?

19. Show that the inflections which remain in our language are all Anglo-Saxon.

20. Show that the words which occur most frequently, and which are of most importance, are Anglo-Saxon.

21. In what respects has the English language been more affected by innovations, than the other modern Teutonic languages, and how is this accounted for?

22. What are the classes of words in the English vocabulary that are mainly of Anglo-Saxon origin, and why is the question important in determining our obligations to it?

23. What were the predominating influences that affected English literature in the early years of the 16th century.—Describe the operation of these influences.

24. Account for the revival of classical learning in England in the 16th century,—to whom chiefly is it attributed?

25. Who were the principal persons that devoted themselves to the cultivation of the theological literature of that century, and what importance have their works in the history of literature?

26. Compose from the following data, a speech—say, that of Galgacus to his army on the Grampian Hills. Expresses confidence of success—necessity compels to be valiant—no means of retreating from the enemy—the hopes of the country reposed in them—odious character of the Roman domination—rapacity and cruelty of the Romans—they make a desert and call it peace—slavery of children and relatives touched upon—all hopes of mercy vain—the Romans, few in number, depreciated—ancestors to be thought of and revenge—the fate of posterity.

27. Translate the following into English verse:

Æquitas et jus veniens Olympo
Recreet terras, veluti sub æstu
Imber, et rores pluvii beatos
Ruris honores.

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THURSDAY, APRIL 18th.—9 A.M. TO 1 P.M.

LOGIC.

SECOND YEAR.

Examiner, ... REV. DR. LEACH.

1. State and explain (*paucis*) the functions of Language.

2. Show that Logic is not "entirely conversant about Language."

3. Explain the meaning of correlative, concrete, connotative and privative terms.

4. Enumerate and explain the different kinds of predicable expressing either "the whole essence of its subject" or "part, &c.," and add examples of each kind.

5. Explain what is meant by the assertion that predicables are "*relative*."

6. What does the copula of a proposition assert and what must it always be, for strictly logical use.

7. Explain the law of the inverse ratio that subsists between the extension and intension of common terms.

8. Explain what is meant by the Quantity of propositions,—by their Quality state the old scheme of predication and mark, in each form, the distribution or non-distribution of its subject and predicate.

9. Give the new scheme of predication and mark, in each form, the distribution or non-distribution of its subject and predicate.

10. What are Categorical and Hypothetical propositions,—how is each kind divided? Explain the *membra dividentia*

11. With regard to the interpretation of propositions, what is to be done when any other tense of the substantive verb than the present is used—when "*may*" or "*must*" is used—when exclamations, interrogatives and figurative phrases are used?

12. What are indefinite propositions, and when are they to be interpreted as universals?

13. Explain the "Indirect" mode of proof.

14. Explain the distinction between immediate inference and mediate inference and give the processes by which immediate inferences are made.

15. Reduce the following Syllogisms, both per impossibile and by contraposition.

Omnis virtus est prudens
Atqui aliquis zelus non est prudens
Ergo aliquis zelus non est virtus.

Aliqui flores per se non sunt pulchri
Omnes flores cum aliis sunt pulchri
Ergo aliquæ pulchra cum aliis non sunt pulchra per se.

16. Give examples of a constructive conditional Syllogism, and of a destructive Conditional.

17. In disjunctive propositions, how is it determined when any of the members are exclusive?

18. Are hypothetical propositions, whether conditional or disjunctive, ever negative? Why?

19. Mark the legitimate moods among the following: Fig. I. *ναα, ινν, ννε, νοο, ενν, γνγ.* Fig. II. *γγε, νεε, ιγι, αγγ, νεν.* Fig. III. *εγγ, γεε, οαα, ονα, εια, ανα.*

20. How are Hypotheticals reduced?

21. State a dilemma and then reduce it into simple conditional Syllogisms.

22. Give the formula for the induction by simple enumeration.

23. Enumerate the fallacies that belong to the class of fallacies purely logical, that of the semi-logical, that of the non-logical.

24. Explain the meaning of the maxim:—*exceptio probat regulam.*

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THURSDAY, APRIL 18th.—9 A.M. TO 1 P.M.

MORAL PHILOSOPHY AND MENTAL SCIENCE.

THIRD YEAR.

Examiner,.....REV. DR. LEACH.

1. What constitute the data of morality, and what is the nature of these data.

2. What are the necessary steps in the construction of a system of morality?—and explain them.

3. Show how and to what extent Law and Morality are mutually dependent.

4. Enumerate the mental desires, the moral sentiments, and the reflex sentiments, and show why these desires and sentiments are respectively denominated mental, moral, reflex.

5. What are Jural Rules as distinguished from Moral Rules?

6. Explain what is meant by the principle of moral purpose.

7. Which are the Intellectual Duties?—Explain them.

8. Give the summary of Rules for the interpretation of cases of Ignorance and Error.

9. By what are the successive stages observable in the moral progress of nations, discriminated?

10. Show how the intellectual progress of the individual may be considered as a brief compendium of the intellectual progress of man.

11. Describe the development, historically, of the affection of humanity.

12. What objections lie against the assertion that men in all their actions necessarily seek their interest?

13. What is meant by the greatest happiness principle, and what objections lie against it?

14. What objections lie against the term Expediency employed by some moralists? as, "whatever is expedient is right."

15. Reply to the objection that it is irreverent towards God to employ his name in oaths, and invoke his agency for the purpose of carrying on human affairs.

16. Which are the two kinds of oaths?

17. What is Sedition? What are the kinds of it? Define the highest kind of it.

18. What is the chief circumstance to be considered in determining the question of necessity for repressing religious sedition?

19. State the special obligations that lie upon the several functions of government and the duties corresponding to them.

20. Write out, in correspondence with the mental desires, the primary rights, the jural and moral precepts, the duties, the virtues, what they warn from, what they tend to,—and state the Supreme Rule of human action.

21. Show that all knowledge depends ultimately on the testimony of consciousness.

22. Point out the distinction between Spontaneous and Reflective consciousness.

23. Explain the distinction between the necessary and contingent phenomena of thought, and give the other chief characteristics that belong to the ideas of Time and Space.

24. Considered in relation to our knowledge, is sensation entirely subjective or not?

25. Does perception result from mental operations alone or from impressions from without alone or from what?

26. What is meant by acquired perception?

27. In perception are the qualities of matter seen by us directly and presentatively or how?

28. Show the necessity, in perception, of a pre-established correspondence between the mind and external nature.

29. Distinguish between Memory and Imagination.

30. Explain the distinction between reproductive and productive imagination.

31. Give the principal distinguishing marks of logical and intuitional consciousness.

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THURSDAY, APRIL 18th.—9 A.M. TO 1 P.M.

RHETORIC.

FOURTH YEAR.

Examiner..... ....REV. DR. LEACH.

1. What is the immediate and proper province of Rhetoric?

2. With regard to which—instruction or conviction,—is it said, that there is doubt as to the copula and the predicate, respectively? Explain.

3. Reply to the objections, that argumentation alone is a proper instrument of persuasion, and that eloquence is natural, not acquired, and is therefore cultivated to no purpose.

4. State Whately's views as to eloquence being relative—and refute the opinion "summum oratorem nihil aliud esse quam summum populo videri."

5. State some of the divisions of oratory according to the old writers, and explain the different parts of these divisions.

6. Explain what they meant by "Status causarum"—how they determined them and what were their "States" conjectural and definitive and that of quality?

7. Give a concrete example of an argument from cause to effect—show in what cases this class of arguments yields an absolutely certain conclusion and show how it happens that it *generally* yields only a degree of probability.

8. Why is the "a priori" form of argument better designated by the terms "condition" and "conditioned" than by those of "cause" and "effect?"

9. Give a concrete example of an argument from "sign."

10. Give the rule laid down for distinguishing arguments of the one class from those of the other.

11. What is the analysis given of the argument from "Sign"?

12. Show the elliptical character of the argument from "Example."—into what it may be resolved?—and express symbolically the form of this kind of argument.

13. Explain the argument from "Contraries."

14. Show how it happens that a fictitious instance may be no less *convincing* than a real one.

15. Give the rhetorical signification of the terms—Illustration, simile, metaphor, fable, tale, allegory.

16. What do Rhetoricians understand by exaggerating and extenuating methods?

17. What rule may be adopted for the relative position that ought to be assigned to arguments in refutation?

18. State the reasons why Imagination is needed in the composition of historical works and the study of history.

19. State and explain the leading principles of prose style in argumentative and persuasive works.

20. In what cases is indirect description preferable to direct detail of circumstances, for purposes of persuasion?

21. What are the objections that lie against avowed exhortations?

22. Compose a speech from the following data—suppose that of the Scythian Ambassadors to Alexander—they charge him with ambition, and he would subjugate the world if he could—his ambition will fail in its object if he destroy everybody, and he will have to wage war on the wild beasts, &c.,—danger attends him nevertheless and the lion once became the food of the little birds. Scythia has nothing to provoke invasion—people are poor and can fight in their own way, and their poverty may be a match for his wealth—they may be his friends if let alone—they take no oaths in the Greek manner, for their religion is fidelity—Qui non reverentur homines fallunt Deos.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

SATURDAY, APRIL 20th.—9 A.M. TO 1 P.M.

ELEMENTARY CHEMISTRY.

FIRST YEAR.

Examiner,.....J. W. DAWSON, LL.D.

1. Explain the distinction between Elements and Compounds, and the nature of Synthesis and Analysis.

2. State the laws of multiple and reciprocal proportion, and their relation to the Atomic theory.

3. Under what chemical conditions does heat become latent? Give examples.

4. Explain the mode of preparation of Oxygen, and state its properties and principal compounds.

5. Describe the substances expressed by the formulæ: $KO\ NO^5$; NH^3; CO.

6. State the distinction between Oxygen and Hydrogen acids, and give examples of each.

7. Name the elements of the Chlorine group, and describe one of them.

8. Explain the terms Base, Alkali, Salt, Iodide, Basyle.

9. State the properties of Phosphorus, and describe its principal compounds.

10. Name the metals of the alkalies, and describe one of them, with the tests for its compounds.

11. Describe Aluminium, Chromium, or Iron, with its principal compounds.

12. State the composition and properties of any two of the following substances:—Flint, Gypsum, Atmospheric Air, Coal Gas, Blue Vitriol, Sal Ammoniac.

13. Explain the preparation of common Sulphuric Acid, and the chemical changes involved in the process.

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SATURDAY, 20TH APRIL.—9 A.M. TO 1 P.M.

BOTANY.

SECOND AND THIRD YEARS.

Examiner.....J. W. DAWSON, LL.D.

1. Describe the vegetable cell with its modifications, and the parts of the plant in which they occur.

2. Describe dotted and spiral vessels, with their mode of occurrence in plants.

3. State the composition and uses in plants of Starch, Raphides, Albumen, Cellulose.

4. Explain the terms tristichous and pentastichous as applied to the arrangement of leaves.

5. Explain the structure and functions of the Parenchyma of the leaf.

6. State the parts in the normal or typical flower, and the nature of their modifications.

7. State the structure of the ovule and explain fertilization.

8. Describe the fructification of the higher cryptogamous plants.

9. Explain the nature of the species in Botany, and the grounds on which species are grouped in genera and orders.

10. Explains the terms carpel, sporangium, endocarp, involucre, epigynous.

11. How are Exogens distinguished from Endogens, and among the former, how are Gymnosperms distinguished from Angiosperms.

12. What are the distinctive characters of Acrogens and Anophytes, and in the former of Equisetaceæ, Filices and Lycopodiaceæ.

13. State the characters of any one of the following orders or suborders, giving a species as an example—*Ranunculaceæ*, *Araceæ*, *Osmundaceæ*, *Rhodospermeæ*.

14. Refer the specimens exhibited to their series, class, and order and describe the forms of their leaves and the character of their inflorescence.

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SESSIONAL EXAMINATION, APRIL, 1861.

SATURDAY, APRIL 20th.—9 A.M. TO 1 P.M.

GEOLOGY AND MINERALOGY.

FOURTH YEAR AND SENIOR STUDENTS IN ENGINEERING.

Examiner,.....J. W. DAWSON, LL.D.

1. Name the minerals most important as constituents of rocks, and describe one, stating its chemical composition and geological relations.

2. State the composition and mineralogical and geological relations of the principal ores of Iron, Copper, and Lead.

3. Explain the terms Sedimentary, Plutonic, and Metamorphic, as applied to rocks, and give examples.

4. State the principal phenomena and probable causes of volcanic action.

5. Explain the causes of the disintegration of granitic rocks, and the nature of the sediments derived from them.

6. Explain the terms Dip, Strike, Unconformability, Fault.

7. Denudation, its causes, and the effects produced by it on the surface of continents.

8. State the use and relative value of Superposition, Mineral Character, and Fossil Remains, in determining the relative ages of rock formations.

9. Name the systems of formations in their chronological order, and specify those occurring in Canada.

10. Give the subdivisions of the Mesozoic Rocks in Western Europe, and their equivalents in North America.

11. Mention the characteristic fossils of the Primordial Zone.

12. In what formations do the oldest land plants occur, and to what botanical classes and orders do they belong?

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FRIDAY, APRIL 26TH.—9 A.M. TO 1 P.M.

PRACTICAL AND HONOUR COURSE OF GEOLOGY AND MINERALOGY.

FOURTH YEAR AND SENIOR STUDENTS IN ENGINEERING.

Examiner... ..... J. W. DAWSON, LL.D.

1. State the methods of detecting by chemical or physical characters the presence of Iron, Copper, Sulphur, and Fluorine, in Minerals.

2. State in what ways and to what extent hardness and crystalline form may be employed in determining Minerals.

3. The Laurentian and Huronian Systems—what are their structure and geographical distribution in North America, their useful minerals, and the formations in other countries chronologically parallel to them?

4. State the subdivisions of the Silurian System in Canada, with their characteristic fossils, and equivalents in Great Britain.

5. Describe the Coal Formation with its characteristic fossils and geographical distribution in North America.

6. What are the principal facts to be ascertained in a geological survey, and the methods of proceeding in conducting such a survey?

7. State the methods of exploring for mineral veins and extracting their contents, with the differences between these methods and those employed in the case of minerals occurring in beds.

8. Describe the Pleistocene deposits of Lower Canada, with their subdivisions and characteristic fossils.

9. State the classification of the *Anthozoa* and *Echinodermata* giving the characters of the orders and their geological relations, with examples.

10. State the characters and zoological and geological relations of the following genera,—*Leptæna*, *Calymene*, *Ammonites*, *Plesiosaurus*, *Favosites*.

11. State what you know of the specimens exhibited.

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MONTREAL.

SESSIONAL EXAMINATIONS, APRIL, 1861.

MONDAY, APRIL 22ND.—2 P.M. TO 5 P.M.

HEBREW.

JUNIOR CLASS.

Examiner.....REV. A. DE SOLA, LL.D.

1. Give the rules for שׂא נה and שׂא נע.

2. State the effects of בהם on syllabication and etymological changes.

3. How does בקף influence קמץ, and add the rules for קמ׳ רהב וקמ׳ חטוף קט׳.

4. Give the rules for compensation of Dagesh in the Gutturals, and more particularly exemplify these, by reference to the various modes of writing the vowels of the Definite Article.

5. Write the following in Hebrew, adding the vowel points: The slave (or servant) and a ,, , as a ,, , with the ,, , to a ,, , to the ,, , and to the ,, , from a ,, , from the ,, , and from the ,, .

6. Give the rules for forming the plural and dual terminations of nouns, masculine and feminine; and form the plural of the following irregular nouns: בת, שור, שוק, איש,אשה.

7. Write and point the Pronominal Suffixes singular and plural.

8. Write with all the Pronominal fragments a noun masculine in the singular and plural, and a noun feminine also in the singular and plural numbers.

9. What have you to state as to the effect of immutable vowels on the construct-forms of nouns? and give some examples.

10. Translate into Hebrew :

The sons of my friend ; the hands of my sister. His hands are heavy. She is my mother, and I am her son. I am thy brother, and thou art my sister. The daughters are my daughters, and the sons my sons, and the sheep my sheep, and to my daughters what shall I do or to their sons. With our young men and with our old men, with our sons and with our daughters, with our flocks and with our herds we will go.

11. Give the names of the בנינים, and the principal parts of a regular verb in the Kal form.

12. Write in the same form the verb למד.

13. Give a literal version of Gen. i. 3—i. 19.

14. What have you to say of the words תהו ובהו in verse 2, and what of the verbs יצר, עשה, היה.

15. Translate into English :

כל ילד יש לו אב ואם׃ אבי האב ואבי האם׃ אם האב ואם האב׃ והילד נקרא בן לאביו ולאמו והילדה נקראה בת לאביה ולאמה׃ הבן את לבת והבת אחות לב ן׃ אחי האב או אחי האם נקרא דוד אחות האב או אחות האם נקראה דודה׃

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MONDAY, APRIL 22ND.—2 P.M. TO 5 P.M.

HEBREW.

SENIOR CLASS.

Examiner.....REV. A. DE SOLA, LL.D.

1. What are the general characteristics of irregular verbs?

2. What are the laws of compensation affecting verbs Pe Guttural?

3. Write the verb עבד in קל and נפעל forms.

4. Give the characteristic points of the pronominal prefixes in the future tenses of the קל, נכעל, כעל, הכעיל, הכעל forms.

5. Render literally that portion of the history of Noah contained in Gen. vi. 9—vii. 5.

6. Explain the terms בהמה and היה mentioned in the above passages; also the expressions את כל היקום, רמש, וימח, יגוע, נפש, רוח, צהר, חמשים אמה

7. What is to be remarked respecting the system of accents found in the Book of Psalms, &c., as compared with those of the prose portions of the Sacred Scriptures?

8. Translate literally the 6th, 7th, and 8th Psalms.

9. How does the rendering of *Lamed* affect the question of the authorship of the Psalms; and give some reasons why it must be translated *of* or *to* when used in the titles of some of the Psalms.

10. How, and from what, do you form Gerunds of such verbs as admit of them.

11. Translate and analyze the following words and expressions found in the first ten Psalms:

אסובבך, נבהלה מאד, יפלו מעצותיהם, אתפלל, הושיבני, ישועתה, מוסרות, ניסדו יחד יקמו רשעים במשפט, ועלהו.

12. Explain the terms Selah, Neginoth, Nehiloth, Sheminith, Shiggaion, and Gittith, left untranslated in the Anglican authorised version.

13. Give the Indic. Pret. 3rd pers. masc. sing. of the verb למד, with objective pronominal suffixes.

14. Render into English the following portion of a Hebrew version of Metastasio's *Canzonetta* "La Partenza."

הנה בא מועד לכתכי
שלום לך ולשלום לכי
איכה נא אחיה מעתה
מרחוק מיפתי

הה לא-עוד אביצא מרנוע
רק דעית אשבע שבוע
ולבבך מי היודע
אם־ישוב יזכור אהי

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MONDAY, APRIL 22nd.—9 A.M. TO 12.

FRENCH.

FIRST YEAR.

Examiner,.....P. J. DAREY, M. A.

1. Comment les substantifs terminés par *ou* forment-ils leur pluriel? Quelles sont les exceptions?

2. Quel est le pluriel du mot *aïeul?*

3. Pourquoi l'adjectif, en français, prend-il le genre et le nombre du substantif auquel il se rapporte?

4. Comment forme-t-on le féminin des adjectifs qui sont terminés par *el, eil, en, et, on*? Citez les mots qui font exception à cette règle.

5. Quand les mots *le, la, les*, sont-ils pronoms personels, et quand sont-ils articles? Le mot *la* appartient-il encore à une autre partie du discours? Que signifie-t-il? Donnez un exemple. Comment l'écrit-on?

6. Qu'est-ce que le verbe? Combien de verbes y a-t-il réellement? Comment les autres tels que, *finir, chanter*, sont-ils appelés? Combien de sortes y en a-t-il? Nommez-les.

7. Qu'est-ce qu'on entend par *modifications* du verbe? Combien y a-t-il de sortes de modifications?

8. Qu'est-ce que le *mode?* Combien y a-t-il de *modes*? Citez-les. Quand met-on le verbe au mode impératif?

9. Combien de temps passés y a-t-il? Quand traduisez-vous "*the pluperfect*" par le *passé antérieur* et quand par le *plus-que-parfait?* Quelle différence y a-t-il entre ces deux derniers temps?

10. Quelle différence y a-t-il entre les participes passés *béni, bénie*; *bénit, bénite.*

11. Qu'appelle-t-on *temps primitifs*? Quels sont les temps primitifs? Quels temps forme le participe présent?

12. Qu'est-ce qu'un verbe irrégulier? Parmi les verbes *chanter*, *aller*, *courir*, *apercevoir*, *dire*, *vaincre*, quels sont ceux qui sont réguliers et uels sont ceux qui sont irréguliers? Donnez la raison qui vous fait dire qu'une partie de ces verbes sont irréguliers et que les autres sont réguliers. Donnez des exemples.

13. Ecrivez le participe passé, le participe présent, la 2*me* personne du pluriel du présent de l'indicatif, du futur, de l'impératif, du présent du subjonctif, des verbes *aller*, *mourir*, *s'asseoir*, *savoir*, *faire* et *vivre*.

14. Combien de sortes de participes y a-t-il? Pourquoi le *participe passé* est-il nommé *passé*?

15. Qu'est-ce que la *préposition*? Quels sont les rapports principaux qu'expriment les prépositions? Quand le mot *en* est-il pronom, et quand est-il préposition?

Traduisez en anglais.

16. "Quel est le premier des grands hommes qui ont illustré mon règne?" demanda un jour Louis xiv à Racine, "Sire, c'est Molière," répondit l'Euripide français. L'éloge d'un écrivain est dans ses ouvrages; on pourrait dire que l'éloge de Molière est dans ceux des écrivains qui l'ont précédé et qui l'ont suivi, tant les uns et les autres sont loin de lui. Des hommes de beaucoup d'esprit et de talent ont travaillé après lui, sans pouvoir ni lui ressembler, ni l'atteindre. Quelques-uns ont eu de la gaieté, d'autres ont su faire des vers; plusieurs même ont peint des mœurs. Mais la peinture de l'esprit humain a été l'art de Molière, c'est la carrière qu'il a ouverte et qu'il a fermée: il n'y a rien en ce genre, ni avant lui ni après.

La Harpe.

Traduisez en français.

17. What is that which first strikes us, and strikes us at once, in a man of education, and which, among educated men, so instantly distinguishes the man of superior mind, that (as was observed with eminent propriety by the late Edmond Burke) "we cannot stand under the same archway during a shower of rain, *without finding him out?*" Not the weight or novelty of his remarks; not any unusual interest of facts communicated by him; for we may suppose the one and the other precluded by the shortness of our intercourse and the triviality of the subjects. The difference will be impressed and felt, though the conversation should be confined to the state of the weather or of the pavement.

Coleridge.

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MONDAY, APRIL 22nd.—9 A.M. TO 12.

FRENCH.

SECOND YEAR.

Examiner,.....P. J. DAREY, M.A.

1. Que faut-il observer à propos du genre des adjectifs et des participes qui se rapportent au mot *gens?*

2. Quel est le pluriel de *chef-d'œuvre?* Donnez la règle.

3. Quels sont les adjectifs de nombre qui sont susceptibles de prendre la marque du pluriel? Quand les fait-on varier?

4. De combien de manières s'écrit le mot *quelque?* Donnez la règle.

5. Traduisez en français : *I have a pain in my head.* Expliquez la différence qu'il y a entre la langue française et la langue anglaise dans l'emploi de l'adjectif possessif en parlant d'une partie du corps, d'une condition physique ou d'une faculté intellectuelle appartenant clairement au sujet de la phrase.

6. Quelle différence y a-t-il entre *personne* substantif et *personne* pronom indéfini?

7. Quelle faute y a-t-il dans cette phrase : *Tout coupables qu'ils sont, je les ai pardonnés?* Quelle est la règle qu'il faut suivre dans ces sortes de phrases?

8. Ces deux phrases :—*Cette faute m'est échappée.*—*Cette faute m'a échappé,* ont-elles une signification différente? Quelle est-elle?

9. Qu'est-ce que le mode subjonctif exprime? Après quels verbes doit-on employer ce mode?

Doit-on toujours l'employer après un verbe qui exprime une interrogation?

10. Après quels temps de l'indicatif doit-on se servir du présent ou du passé du subjonctif? Quand employez-vous le *présent* et quand le *passé*? N'emploie-t-on pas *l'imparfait* du subjonctif au lieu du *présent* et le *plus-que-parfait* au lieu du *passé*? Quand?

11. Qu'est-ce que le *participe présent* exprime, et par quoi peut-il se remplacer?

12. Comment écrivez-vous le participe passé *lu* dans ces phrases: Que de bons livres nous avons *lu*! Nous avons *lu* vos livres? Donnez la règle.

13. Dans ces deux exemples :—Etudiez la leçon que vous avez *oublié* d'apprendre, Etudiez la leçon qu'on vous a *donné* à apprendre—comment faut-il écrire les participes passés *oublié* et *donné*? Expliquez la règle.

14. Traduisez en anglais,—

> Et la plus glorieuse (estime) a des régals peu chers
> Dès qu'on voit qu'on nous mêle avec tout l'univers.
>
> (Molière Mis. Acte Ier, scc. Ie.)

Comment le mot *régals* est-il employé? Que signifie-t-il au propre? Que veut-il dire ici?

Quelle faute grammaticale y a-t-il dans le dernier vers. Donnez la règle qui n'a pas été observée par Molière.

Traduisez en anglais.

Les voyages à pied.

15. Je ne connais qu'une manière de voyager plus agréable que d'aller à cheval; c'est d'aller à pied. On part à son moment, on s'arrête à sa volonté, on fait tant et si peut d'exercice qu'on veut. On observe tout le pays, on se détourne à droite, à gauche; on examine tout ce qui nous flatte; on s'arrête à tous les points de vue. Aperçois-je une rivière, je la côtoie; un bois touffu, je vais sous son ombre; une grotte, je la visite; une carrière, j'examine les minéraux. Partout où je me plais, j'y reste. A l'instant où je m'ennuie, je m'en vais. Je ne dépends ni des chevaux ni du postillon. Je n'ai pas besoin de choisir des chemins tout faits, des routes commodes; je passe partout où un homme peut passer, je vois tout ce qu'un homme peut voir; et, ne dépendant que de moi-même, je jouis de toute la liberté dont un homme peut jouir.

J. J. Rousseau.—(Emile.)

Traduisez en français.

16. Beneficial effect of a taste for the Belles-Lettres.

Belles-lettres and Criticism chiefly consider man as a being endowed with those powers of taste and imagination, which were intended to embellish his mind, and to supply him with rational and useful entertainment. They open a field of investigation peculiar to themselves. All that relates to beauty, harmony, grandeur, and elegance; all that can soothe the mind, gratify the fancy, or move the affections belongs to their province. They present human nature under a different aspect from that which it assumes when viewed by other sciences. They bring to light various springs of actions, which without their aid, might have passed unobserved; and which, though of a delicale nature frequently exert a powerful influence on several departments of human life.

(Blair).

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SESSIONAL EXAMINATION, APRIL, 1861.

FRIDAY, APRIL 19.—9 A.M. TO 1 P.M.

GERMAN.

JUNIOR CLASS.

Examiner,.....PROFESSOR C. F. MARKGRAF, F.A.

1. Give the gender and meaning of Tuch, Brunnen, Rock, Auge, Licht, Knopf, Markt, Feld, Spiegel, Muth, Herz, Wald, Monat, Weg.

2. Give the three persons sing., present tense, of wollen, können, müſſen, laſſen, leſen, tragen, ſehen, ſprechen.

3. Decline in the four cases singular and plural:

My fine garden or yours.
(fruchtbar)
This fertile country.

4. When are Adjectives not inflected? Give examples.

5. For what Pronouns can the definite Article be substituted, and *a*. how is it then declined in the singular?
b. when has it „deren" and when „derer" in the genitive plural?

6. When is "some" translated in German; when not?—Give one example for each case.

7. Form the Past Participle of the following verbs: arbeiten, verkaufen, ausbeſſern, führen, öffnen, anmachen, beantworten.

8. Give three different versions of each of the following sentences: I want a German book.—Do you want me?—The paper which they want.

Translate into German:

Where are you going to this evening? We shall (fut.) not go anywhere, we will (fut.) remain at home. Can you speak German? I speak only English, but my two brothers learn to read, to write, and to speak German. What is the stranger looking for? He looks for his hat and his gloves. He will (fut.) not find them here, they are in my room upon the round table; I shall (fut.) tell my servant to bring them to him. You will (fut.) do him a great favor. Do you know this man? I know him, but I do not like him. I cannot lend you any more money, I have not much more of it.

I open the window to see my friend, the physician, who is in the square. Will you fetch my son? Where is he? At the neighbor's. I have no time to go out, but I will send for him.

Translate into English:

Der Goldkäfer.

„Pah! die ganze Natur muß doch vor mir Respekt haben und meinen Glanz anstaunen!" sprach ein Goldkäfer stolz für sich hin. Eine Nachtigall hörte es, und kam und packte ihn. „Was? Was?" schrie der Käfer, „du poetischer Vogel wirst mir doch nichts zu Leide thun wollen? du bist ja immer so friedlich und singst eins." „Ja," erwiederte sie, „ich bin auch friedlich; aber die prahlerischen Käfer freße ich auf."

(Friedrich Christ. Fulda.)

„Mein Vater, mein Vater, und siehst du nicht dort
Erlkönigs Töchter am düsteren Ort?"
„Mein Sohn, mein Sohn, ich seh' es genau;
Es scheinen die alten Weiden so grau."

„„Ich liebe dich, mich reizt deine schöne Gestalt,
Und bist du nicht willig, so brauch' ich Gewalt.""
„Mein Vater, mein Vater, jetzt faßt er mich an!
Erlkönig hat mir ein Leid's gethan!"

(Fragment from Goethe's „Erlkönig.")

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SESSIONAL EXAMINATIONS, APRIL, 1861.

FRIDAY, APRIL 19.—9 A.M. TO 1 P.M.

GERMAN.

SENIOR CLASS.

Examiner,.....PROFESSOR C. F. A. MARKGRAF.

1. How is the second person singular of the Imperative formed in German verbs? Give examples.
Do you know of any exceptions to the general rule?

2. Give the conjunctions corresponding with the following: Nicht nur .....; obschon .....; sowohl .....; wenn gleich .....; Zwar .....; Je .....

3. Translate: "I wish you would go with me." } With & without
"I wish he had done it." } the conjunction „daß."
and "If the weather is fine, I shall set out," with and without 'if.'

4. When is the Imperfect Tense used in German?

5. State the rules by which the order of words is determined in a German sentence, and construct accordingly:
Ich zufrieden nicht gewesen heute bin mit seiner Antwort.
(I have not been satisfied with his answer to-day.)

6. Mention those instances of German construction where the Subjunctive must always be used.

7. „Ich würde mich für undankbar halten, sähe ich Sie nicht als meinen Wohlthäter an."

Substitute for the potential mood of the first proposition the Imperfect Subjunctive, and construct the second with „wenn."

8. Give the corresponding English and German idioms of the following phrases:

Es ist um mich geschehen.	However rich he may be.
Es sieht übel mit ihm aus.	I go about it in the right way.
Es sich bequem machen.	A thought strikes me.
Sehen Sie sich vor.	How is your health?
Ich stehe Ihnen dafür.	They pretend to come near us.

Uebersetzen Sie ins Deutsche.

I have become acquainted with him at the house of one of my relations. He has not his equal. These two sisters resemble each other. If you continue to associate with these people you will get into bad scrapes, for they have many enemies. I saw your brother whilst I was passing by. How good you are! We waited for you till twelve o'clock, but seeing that you did not come we embarked. If you had done your exercises you would have been praised and rewarded. I should like to know why you went walking without me. He asked me whether I was not Mr. such a one. Although he is not rich he does nevertheless a great deal of good. Why do you leave off speaking? What do you propose doing? You can rely upon him for he is an honest man, who always does his duty.

Uebersetzen Sie ins Englische:

Ich sehe sie zu ganzen Stunden sinnend
Dort unter dem Druidenbaume sitzen,
Den alle glücklichen Geschöpfe fliehn.
Denn nicht geheur ist's hier; ein böses Wesen
Hat seinen Wohnsitz unter diesem Baum
Schon seit der alten, grauen Heidenzeit.
Die Aeltesten im Dorf erzählen sich
Von diesem Baume schauerhafte Mähren;
Seltsamer Stimmen wundersamen Klang
Vernimmt man oft aus seinen düstern Zweigen.

(Aus Schiller's „Jungfrau v. Orleans.")

Und horch! es ſchäumet und es rauſcht
Der Nachen über's Meer.
Der blinde König ſteht und lauſcht,
Und alles ſchweigt umher;
Bis drüben ſich erhoben
Der Schild' und Schwerter Schall,
Und Kampfgeſchrei und Toben,
Und dumpfer Wiederhall.

(L. Uhland, „ der blinde König," 6. Vers.)

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TUESDAY, APRIL 16.

ENGINEERING.

Examiner, ...MARK J. HAMILTON, C.E.

1. Between the points *A* and *B* a hill intervenes, so that *A* cannot be seen from *B*. Describe the mode of ranging a line between them.

2 How is the variation of the compass determined?

3. Draw on Plan No. 1 such lines as you consider necessary, in order to make a survey of the property it represents, the scale being 4 chains (66 feet) to one inch.

4. The area of the property which Plan No. 2 represents is 300 acres. Required its scale.

5. Plan No. 3 is drawn to a scale of 3 chains (66 feet) to one inch. Required its area.

6. Explain the method of finding areas by Double Longitudes.

7. Describe the mode of *enlarging* and *reducing* plans.

8. Write the measurements in the form of a Field Book, from which the boundary lines of Plan No. 1 can be plotted.

9. *ABCD*, *CBEF*, and *FEGH*, are three adjoining rectangular lots of land, whose fronts are in a straight line, and measure respectively 14 chains, 16 chains, and 20 chains (66 ft). The value per acre of *ABCD* is $100, of *CBEF* $80, and of *FEGH* $70. It is required to draw a line parallel to *AG* that will cut off a portion worth $10,000, and to give to the owner of each lot his share of that amount.

10. The dividing line in questlon (9) starts from a point on *AD*, 8 chains from *A*. Required its inclination to *AD*, and the quantity of land taken from each lot.

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TUESDAY, APRIL 16.—9 A.M. TO 1 P.M.

ENGINEERING.

Examiner .....MARK J. HAMILTON, C. E.

1. Describe the mode of surveying a lake with the chain and offset staff.

2. Describe the construction and adjustments of the box sextant.

3. Under what circumstances may the Theodolite be used instead of the level and when used give the form of Field Book.

4. If A be the area of the base of a prism, B the area of the top, M the area of the middle section, H the height, and C the cubic content. Show that

$$C = (A + 4M + B)\left(\frac{H}{6}\right)$$

5. Show by a diagram what is meant by the "Height of Instrument" and state what is the object of introducing it into the Level Book.

6. The Height of grade at station 240 is 98 feet and at station 275 is 124 feet above Datum. Required the inclination per 100 feet and per mile the distance between the stations being 100 feet.

7. Required the content of a cutting in cubic yards, the Height of grade at station 1 being 96 feet above Datum, the inclination 42·24 feet per mile and the heights of the ground taken at points 100 feet apart as follows :

Station.	Height of ground above station.
1	96
2	100
3	105
4	108
5	106
6	103
7	102
8	101·6

the width at bottom being 20 feet and the slopes $1\frac{1}{2}$ to 1.

8. A and B are two points one mile apart. Describe the mode of proceeding in order to find their difference of level.

9. The Deflection angle for a chord of 400 feet is 2° 12′. Required the radius.

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WEDNESDAY, APRIL 16TH.—9 A.M. TO 1 P.M.

ENGINEERING.

Examiner, ...MARK J. HAMILTON, C. E.

. The surface velocity of the centre of a stream 200 feet wide and 4 feet deep is three quarters of a mile per hour. Required its mean velocity and discharge per second.

2. To what extent would it be safe to contract the water-way (question 1) by the piers and abutments of a bridge, the bed of the stream being fine gravel.

3. Give a sketch and description of the mode of forming foundations when timber piles are used.

4. A railway train moves on a curve of 3000 radius with a velocity of 40 miles per hour. Required the superelevation of the outer rail when the diameter of the wheel is 3 feet, the inclination of the tire 1 in 7, the guage of the road 5 feet 8 inches, and the play af the wheels ½ an inch.

5. Give a sketch and description of the mode of constructing stone or brick arches.

6. The span of an arch with parallel arched surfaces is 30 feet, the versine 6 feet, the depth of the key stone 1 foot 6 inches, and the weight of a cubic foot of the material 140 lbs. Required the pressure per square inch on the keystone.

7. Find the number of cubic yards of masonry shown by the dimensions on drawing No. 2

8. A pressure P pressing against the back of a vertical wall intersects the plane of its top at a distance d from its centre and forms with the vertical through its centre of gravity an angle θ. Required the equation to the line of resistance of the wall when its height is h, its width a, and the weight of a cubic foot of the material w.

9. The span of a suspension bridge is 600 feet, the deflection of the cables 40 feet, and their length affected by temperature 900 feet. Required the deflection due to an increase of temperature equal to 60° Fahrenheit.

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McGILL COLLEGE,

MONTREAL.

SESSIONAL EXAMINATIONS, APRIL, 1861.

WEDNESDAY, APRIL 17.—9 A.M. TO 1 P.M.

ENGINEERING.

Examiner .....MARK J. HAMILTON, C. E.

1. The span of an arched truss is 100 feet, the versine 12 feet, and the weight of the truss and load per lineal foot 2,500 lbs. Required the sectional area of the arch at the centre and at the springing, the safe pressure per square inch being 1000 lbs.

2. If the width between the chords (Question 1) be 14 feet, and the width between the rails 5 feet 6 inches: required the depth of the floor beams 8 inches wide, placed 4 feet apart, and supporting a load of 2,000 lbs. per lineal foot, so that they may deflect $\frac{1}{40}$th of an inch, the timber being white pine, and the effect of the trackstrings being neglected.

3. If a white pine strut be 7″ × 9″, and 20 feet long: required the pressure in the direction of its length that will cause it to deflect.

4. Give a sketch, with dimensions and a description, of a Coffer Dam for a pier 30 feet long and 10 feet wide, the water being still and 10 feet deep.

5. The span of a suspension bridge is 720 feet between the points of support, and the deflection of the chains 52 feet. Required the length of the suspenders at 100 feet, 200 feet, and 300 feet from the centre, the length of the suspender at the centre being 8 feet and the roadway horizontal.

6. Give the component parts of concrete, its use, and the mode of using it.

7. Give a sketch and description of the usual mode adopted on railways of *getting* and removing to embankment the material of deep cuttings.

8. Required the quantity of masonry shewn by the dimensions in Drawing No. 1.

9. Give a sketch and description of a Pile Engine.

FACULTY OF LAW.

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SESSIONAL EXAMINATIONS, APRIL, 1861.

TUESDAY, APRIL 16th.—4 P.M TO 6 P.M.

LAW FACULTY—COMMERCIAL LAW.

Examiner, ...J. J. C. ABBOTT, Prof.

FIRST YEAR STUDENTS.

QUESTIONS ON THE LAW OF OBLIGATIONS.

1. Define an obligation. State the different senses in which the term is used: the distinction between a perfect and an imperfect obligation: and what things are of the essence of a perfect obligation.

2. What are the usual causes from which obligations proceed. Define each of them. State the various classes of defects which may occur in contracts—and the effect of each of them: the persons who may contract obligations, and the things which may be the objects of them.

3. Explain the distinction between civil and natural obligations, and between principal and accessory obligations. Describe the nature of a conditional obligation; the effect of a condition: and the distinctions between suspensive and resolutory conditions.

4. What is an alternative obligation? Does the power of choice of the thing to be paid rest with the creditor or with the debtor? What is the effect of the unavoidable destruction of one of the things due? of all? What, if one of the things due perishes by the fault of the debtor, the other without? and distinguish between the case of the latter perishing before the former—and the contrary one. What is the difference between an alternative obligation of two things, and the obligation of one thing with another *in facultate solutionis.*

5. Define obligations *in solido*,—and distinguish between those in which the solidity exists on the part of the debtors and on that of the creditors. How is solidity caused or established? How may it be removed? What are the effects of solidity as between several debtors? As between several creditors? What are the rights of a debtor *in solido* who pays the whole debt? How is the debt affected by the payment of it by one debtor? By the acknowledgment of it by one debtor as regards prescription?

6. What is the nature and effect of the obligation of a surety? What exceptions may a surety oppose against a suit by the creditor of the obligation for which he is surety? State in full the nature and effect of such exceptions, and specially of the exception of discussion.

7. How may obligations be extinguished? Give a short description of each mode of extinction—and explain at length the effects of the extinction of the thing due—and of novation respectively.

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SESSIONAL EXAMINATION, 1861.

WEDNESDAY, APRIL 17th.—4 P.M. 6 to P.M.

ROMAN LAW.

FIRST YEAR.

Examiner, ...F. W. TORRANCE, Prof.

1. Explain *jus naturale, jus gentium, jus civile, jus honorarium.*

2. Give the different modes of manumission, and shortly explain each mode.

3. Explain the *lex Ælia Sentia*, and the *lex Fusia Caninia.*

4. In what did the paternal power consist, and how was it modified in course of time?

5. How many modes were there of forming the marriage tie among the Romans? Explain each.

6. What were the impediments to a just marriage?

7. Give the rules for computing the degrees of consanguinity

8. In what ways was legitimation effected? Explain each way.

9. Explain fully adoption.

10. How many kinds of "*tutela*" were there? Explain each kind.

11. Explain *capitis deminutio.*

12. In how many different ways did the "*tutela*" terminate?

13. Explain shortly "*satisdatio tutorum vel curatorum;*" "*excusationes tutorum vel curatorum;*" and the title "*de suspectis tutoribus vel curatoribus.*

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SESSIONAL EXAMINATIONS, APRIL, 1861.

THURSDAY, APRIL 18th.—4 P.M. TO 6 P.M.

COUTUMES, ORDONNANCES, &c.

FIRST YEAR.

Examiner,.....PROFESSOR LAFRENAYE.

1. Par quelle coutume sommes nous régis, et comment a-t-elle été introduite dans le pays ?

2. Par la jurisprudence de quel Parlement sommes nous régis ?

3. Quelles sont les différentes lois qui nous régissent dans le Bas-Canada ?

4. Quelles sont les Ordonnances des Rois de France qui sont en force dans le Bas-Canada ?

5. Quelles sont les différentes parties de la Coutume qui ont été abolies par nos Lois Statuaires ?

6. Quelles sont les principales dispositions de la Coutume sur les prescriptions ?

7. Quelle est l'époque de la création du Conseil Supérieur de Québec ?

8. Qu'entendez-vous par le Chatelet de Paris ?

9. Citez quelques arrêts du Conseil d'état du roi en force dans le Bas-Canada.

10. Qu'entendez-vous par la jurisprudence des arrêts ?

11. Pourquoi certaines Ordonnances des rois de France, depuis la création du conseil supérieur de Québec, ne sont-elles pas en force dans le Bas-Canada ?

12. Quel est l'effet de la loi "unde vir et uxor" ?

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SESSIONAL EXAMINATION, APRIL, 1861.

WEDNESDAY, APRIL 17.—4 P.M. TO 6 P.M.

ROMAN LAW.

SECOND YEAR.

Examiner, ...F. W. TORRANCE, Prof.

1. Explain *res mancipi* and *nec mancipi*.

2. To whom belongs, in this jurisprudence, the proprietorship of the banks of public rivers?

3. State the different modes of acquiring property by the *jus gentium*, and explain each in detail.

4. What do you understand by *usucapio* and *præscriptio?* Explain each fully, and give a short explanation of our own law in the same matter.

5. Explain urban and rural servitudes, and their differences. Give examples of each. Enumerate the different personal servitudes, and explain each.

6. Give an explanation of the *peculium* of a son, and state the progress and final position of the Roman jurisprudence in this matter.

7. What were the forms of wills in use among the Romans? Trace the progress of the jurisprudence.

8. What were the rules with respect to "*exhæredationes*" and "*institutiones hæredum*"?

9. State the divisions of substitutions, and shortly explain each.

10. Into how many parts was a "*hæreditas*" divided? Give the Latin names of the different parts.

11. State the different classes of heirs, and explain each.

12. How many kinds of legacies were there in the Roman law? Give their meaning and history.

13. Give an account of the *Lex Falcidia; Sctum Trebellianum;* and *Sctum Pegasianum.*

14. What is the meaning of "*dies cedit*" and "*dies venit*" in relation to legacies, and of the "*regula Catoniana?*"

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THURSDAY, APRIL 18TH.—4 P. M. TO 6 P. M.

BIBLIOGRAPHIE, &c.

SECOND YEAR.

Examiner.....PROFESSOR LAFRENAYE.

1. Quels sont les principaux commentateurs de la Coutume de Paris ?

2. Quels sont les principaux arrêtistes du Parlement de Paris ?

3. Quels sont les principaux auteurs qui ont traité, *ex professo*, diverses branches du droit Français sous l'ancien régime ?

4. Quelles sont les différentes parties du Droit Anglais qui nous régissent au civil ?

5. Quels sont les principaux auteurs qui ont traité ces différentes parties du Droit Anglais, et que nous consultons le plus fréquemment ?

6. Avons-nous un Statut de Limitations, et si c'est le cas, quelles sont ses principales dispositions ?

7. Par quelle loi a été introduite en ce pays le procès par jurés en matière civile ?

8. Quels sont les auteurs que nous devons consulter sur les prccès par jurés au civil ?

9. En vertu de quelle loi un writ de capias ad respondendum peut-il émaner ?

10. Quelles sont les principales dispositions du Statut de 1801 sur les testaments ?

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SESSIONAL EXAMINATIONS. APRIL, 1861.

TUESDAY, APRIL 16TH.—4 P.M TO 6 P.M.

LAW FACULTY—COMMERCIAL LAW.

Examiner,.....J. J. C. ABBOTT, Prof.

SECOND AND THIRD YEAR STUDENTS.

AGENCY.

1. Define agency. State the distinctions between a general agent and a particular agent.

2. Who may be agents. Are there any, and what class of persons who are incapable of contracting, yet may validly act as agents? State the reason for such distinction, if any there be.

3. Enumerate the various classes of agents which have acquired a distinctive appellation: and give a short explanation of the peculiar characteristics of each.

4. In what modes may agents be appointed? State any distinction which exists between the mode of appointing agents, arising from the character or qualities of the principal. Also any such distinction arising from the nature of the agency.

5. How is the extent of the power of the agent established as between the principal and third parties? As between the agent and his principal? What is the effect of the unauthorised assumption of authority in both these respects? Of exceeding the authority: of subsequent ratification by the principal, and how it may be evidenced.

6. State all the modes by which the contract of agency may be terminated. What is the effect of its termination, as to acts done afterwards. What is the effect of the admissions or declarations of an agent; and state any distinction that may exist on this subject.

BAILMENTS.

1. Define a Bailment. Explain the origin of the term, and the distinction between this contract and that of agency.

2. Describe what is understood by ordinary diligence; ordinary negligence: gross negligence; and slight negligence.

4. Name and define the various classes of Bailments, giving the distinguishing characteristics of each class.

5. What is the general rule as to the degree of diligence required from a Bailee. Apply this rule by stating what degree of diligence is required in each class of bailments.

6. State how, and to what extent a Bailee may become responsible by the neglect of the rules as to diligence; and how, and to what extent, he may vary the effect of the rules, by a special agreement with the Bailor.

PARTNERSHIP.

1. Define Partnership.

2. What bearing has the law of Agency on that of Partnership.

3. Under which of the classes into which Pothier divides contracts in general does that of Partnership fall.

4. How may a partnership be created?

5. Is any and what formality required in its creation, or for any purpose connected with its formation or subsequent management?

6. What is the distinction between a partnership and a community?

7. To what extent are partners liable for the debts of the firm? State distinctions, if there be any, between co-partnerships for different purposes.

8. How and to what extent may a firm be rendered liable for the acts of any of its members?

9. To what extent may a firm be rendered liable by the declarations or admissions of one of its members?

10. What is a Partnership *en commandite* and what is the extent of responsibility incurred by its members.

11. Are there any, and what circumstances under which a person, not tacually a partner, may be liable for the debts of the firm?

12. How may a copartnership be dissolved? What are sufficient grounds for demanding its dissolution? And what are the powers of the members of it as regards each other, after the dissolution.

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WEDNESDAY, APRIL 17TH.—4 P.M. TO 6 P.M.

ROMAN LAW.

THIRD YEAR.

Examiner, ...F. W. TORRANCE, Prof.

1. State the order in which successions *ab intestato* descended.

2. What were the aim and scope of the *Lex Voconia*, the *Sctum Tertullianum*, and *Sctum Orphitianum.*

3. What were the aim and scope of the 118th and 127th Novels? Give some points of resemblance and difference between their provisions and the rules of our own customary law in the same matter.

4. What was meant by "*possessio bonorum ?*" Enumerate its different kinds, and explain them.

5. Explain the rule referred to in the expression "*unde vir et uxor.*" Is there such a provision in our law ?

6. Give the meaning of "*collatio bonorum*" and "*jus accrescendi*" among co-heirs.

7. What are the divisions of contracts in relation to their manner of formation ? Explain each division.

8. Give the divisions of nominate real contracts, explaining each division.

9. What are verbal obligations ?

10. Who were the *fidejussores*, and what *beneficia* could they invoke ?

11. In what ways were obligations extinguished in the Roman law?

12. Explain the different kinds of quasi-contracts.

13. What is a delit? Quasi-delit?

14. Give the different kinds of *furtum*.

15. What were the provisions of the *Lex Aquilia*?

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THURSDAY, APRIL 18th.—4 P.M. TO 6 P.M.

BAUX, &c.

THIRD YEAR.

Examiner.....PROFESSOR LAFRENAYE.

1. Définissez le contrat de louage.

2. Définissez le droit de gage qu'ont les locateurs sur les fruits et sur les meubles de leurs locataires.

3. Quelles sont les causes de la résolution des baux, tant par le droit commun que par nos lois statutaires ?

4. Le statut de 1855, concernant les locateurs et locataires, a-t-il apporté aucunes et quelles modifications au droit commun sur le contrat de louage ?

5. Qu'entendez-vous par la tacite reconduction, et quel en est son effet ?

6. Qu'est-ce que le contrat de dépôt ?

7. Combien y a-t-il d'espèces de dépôts, et quelles sont les règles particulières applicables à chaque espèce ?

8. Qu'est-ce que le sequestre ?

9. Définissez le contrat de cautionnement.

10. Quelle est la différence entre la caution simple et la caution solidaire ?

11. Comment s'éteint le cautionnement ?

12. Qu'entendez-vous par les causes personnelles et réelles de l'extinction du contrat de cautionnement ?

11. Par quelle loi la majorité se trouve-t-elle fixée à 21 ans dans ce pays ?

12. Qu'entendez-vous par writs de prérogative, et quels sont les auteurs à consulter sur leur exercice ?

13. Comment une hypothèque peut-elle maintenant être constituée en ce pays, et conformément à quelle loi ?

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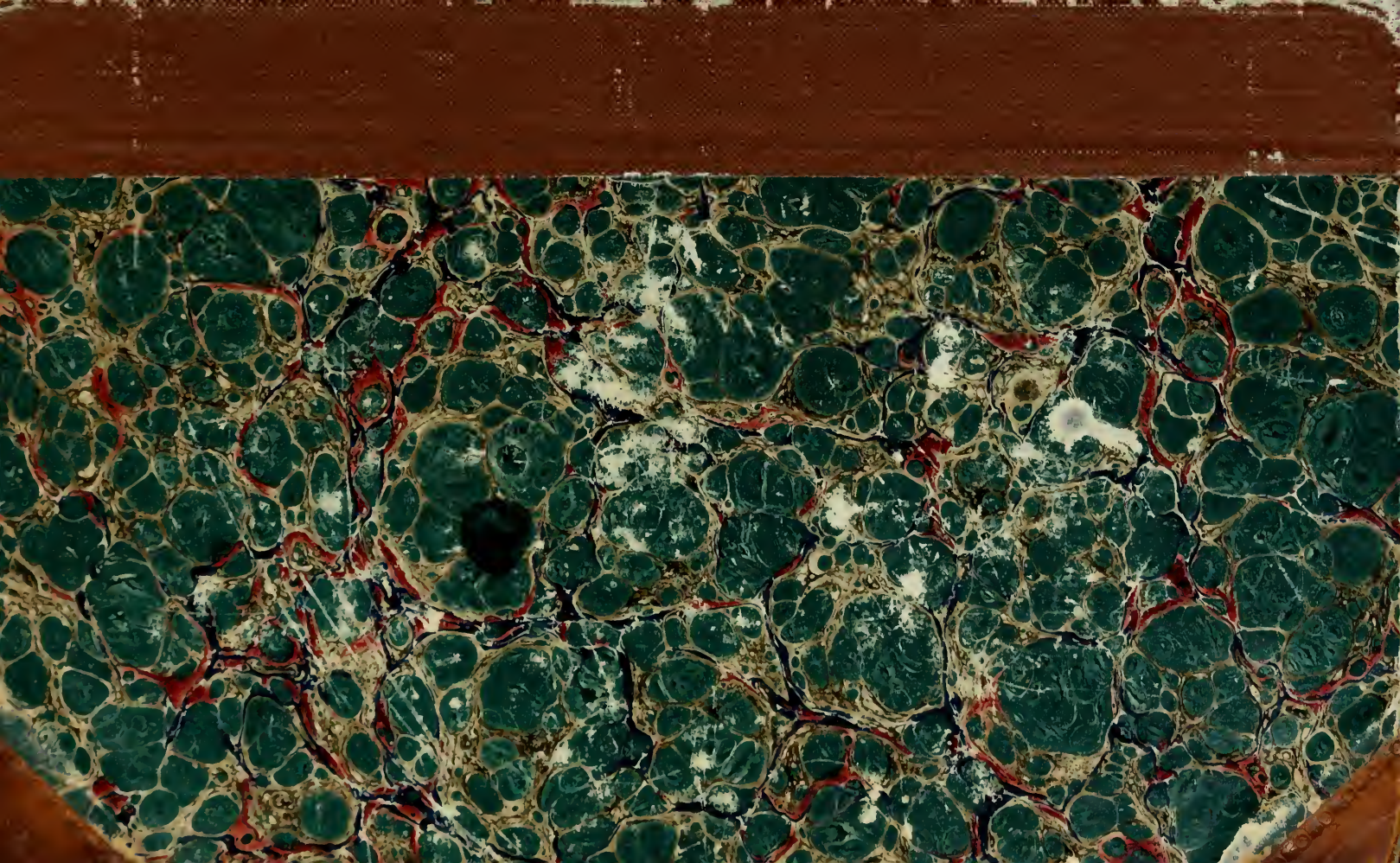
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